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ABSTRACT

Background information and findings are presented for a study of Cuyahoga Community College's (CCC's) progress toward equal opportunity compliance as of 1979-80 and of the interaction between three "subcultures" in the history of this compliance. Chapter I identifies these "subcultures" as the advocates, adversaries, and enforcers of affirmative action. It also defines terms, identifies study questions and limitations, and discusses the legal mandates upon which compliance is judged in the study, i.e., Title VI of the Civil Rights Act of 1964 and its subsequent interpretation in Adams vs. Califano (1977). Chapter II examines the Adams case and its implications for higher education in Ohio and for public two-year colleges. Chapter III outlines the methods used to determine compliance in the areas of facilities, programs, and employment. Chapter IV presents statistical and narrative findings related to: (1) how CCC facility sites were selected; (2) issues of and barriers to minority access to these facilities; (3) how CCC had overcome these barriers; (4) compliance of construction with equal opportunity regulations; (5) campus and magnet program enrollment by race and sex; (6) CCC's efforts to increase minority participation; (7) equal employment compliance given current availability of minorities in the employment pool; and (8) the roles of the "subcultures" in compliance. Finally, Chapter V summarizes findings and outlines recommendations. (JP)

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AN ANALYSIS OF CUYAHOGA COMMUNITY COLLEGE'S PROGRESS AT EQUAL OPPORTUNITY COMPLIANCE

Maurice Thornton

A MAJOR APPLIED RESEARCH PROJECT
PRESENTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF DOCTOR OF EDUCATION

NOVA UNIVERSITY

1981

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Abstract of a Major Applied Research Project Presented to Nova University in Partial Fulfillment of the Requirements for the Degree of Doctor of Education

AN ANALYSIS OF CUYAHOGA COMMUNITY COLLEGE'S PROGRESS AT EQUAL OPPORTUNITY COMPLIANCE

by

Maurice Thornton

March, 1981

Title VI of the Civil Rights Act of 1964 coincided with and impacted upon the development of Cuyahoga Community College (CCC). This past academic year, 1979-1980, CCC was subject to a Title VI Compliance Review. This review was conducted by the Department of Education's Office for Civil Rights as a part of the Adams versus Califano court case. Civil rights compliance under Title VI involves a multi-dimensional approach designed to eradicate the vestiges of de jurie de facto racial discrimination. The review was a tripartite consisting of facilities, programs, and employment. Compliance is neither simple to measure, nor is it constant. This study was an analysis of the effectiveness of Cuyahoga Community College's success at removing the systemic barriers that perpetuate discrimination. Additionally, the study was an examination of the advocates, adversaries, and civil rights compliance enforcers (subcultures) as identified by Lucy Sells (1974) and their influence upon the status of CCC's civil rights compliance.

The research questions that were formulated to respond to the issues of CCC's contract compliance progress in civil rights were divided into three areas; facilities, programs, and employment. The questions

were designed to determine from historical documents whether Cuyahoga Community College considered Title VI rules and regulations when it was organized and planned its permanent facilities, whether the College's facilities were constructed in accordance with Executive Order No. 11246, whether magnet programs were a guiding influence in CCC's development of career programs and the degree to which minorities and females participate in those programs, and whether Cuyahoga Community College's Equal Employment Opportunity Program is in conformity with Revised Order No. 4.

The major findings of the study indicated that CCC was founded as an equal access, equal opportunity, public institution with an interracial Board of Trustees with female representation; that the selection of its site locations for the three campuses conformed to the Title VI regulations of the Civil Rights Act of 1964; and that all College facilities were developed and constructed under equal employment guidelines.

Additional findings indicated that since the inception of CCC, minority students and female students have comprised a statistically significant proportion of the total student population. The minority student population has ranged from 32 percent in 1971 to a high of 34 percent, and the female student population increased from 42 percent in 1972 to more than 62 percent of the total student population in 1979. Minorities are enrolled in all 54 career programs offered at CCC at all three campuses. Female students are enrolled in all but 3 career programs offered at CCC and attend classes at all three campuses.

In the area of employment the findings indicated that since the inception of CCC, minorities and females have comprised a statistically significant proportion of its total workforce population frequently

attaining an above-utilization in relation to the availability of minorities and females. However, minority students and employees are found more frequently at the two East Side campuses, Metropolitan and Eastern, and less frequently at the Western Campus.

The subcultures were present in the tripartite of facilities, programs, and employment. These phenomena perhaps occurred earlier in the history of CCC than in most institutions. The phenomena were identified in contract construction compliance, student unrest, the nursing student complaint, and the Western Campus racial discrimination in employment complaint. The findings seem to suggest that CCC's compliance progress was strengthened.

Based on the findings of the study it was recommended that the Ohio Board of Regents be apprised of this study with the added recommendation to create a department responsible for the civil rights compliance of its member institutions.

It was recommended that Cuyahoga Community College continue to stress the one-college concept in all of its marketing efforts. It was also recommended that Cuyahoga Community College promote, transfer, and rotate minority and female employees more frequently throughout the District. And finally, it was recommended that the College conduct an availability study on students and employees based upon the 1980 U.S. Census Report.

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AN ANALYSIS OF CUYAHOGA COMMUNITY COLLEGE'S PROGRESS
AT EQUAL OPPORTUNITY COMPLIANCE

Chapter I

THE PROBLEM

Introduction

During the past decade and a half, Cuyahoga Community College (CCC) has grown from a single campus district to a large multi-unit district with course offerings in all sections of Cuyahoga County. The school enrollment has grown from 1,500 to more than 28,000 full and part-time students. The College maintains three permanent campuses: Downtown Cleveland--Metropolitan Campus; Western Suburbs--Western Campus; and Eastern Suburbs--Eastern Campus.

The growth has been accomplished in an era of unprecedented socio-economic cultural changes that have revolutionized American life. The College faculty, employee, and student composition reflects the racial-sexual demography of the College District. The College District is the County of Cuyahoga. The egalitarian revolution in student characteristics (Cross, 1976) is a fact and the College characteristics in its Affirmative Action Profile (Thornton, 1977) is a demonstrative fact.

These accomplishments were made under the auspices of civil rights laws. With these laws in place, tremendous strides have been made in American society and in colleges and universities. Title VI of the Civil Rights Act of 1964 guaranteed equal opportunity to minority groups, programs, and activities outlined in that act. Title VII (Civil Rights Act) enlarged the rights of minority groups in the area of employment opportunities and with the issuance of Executive

Order No. 11246 (Executive Order No. 11246, 1965), minority opportunities in higher education were expanded to include equal access/equal opportunity/affirmative action in employment and education. Title VII and Executive Order No. 11246 were later amended to prohibit sex discrimination. The congressional education amendment (Equal Employment Opportunity Act of 1972), and the rules and regulations promulgated through the Department of Health, Education, and Welfare, known as Title IX (Education Amendments Act of 1972), constituted a non-sex discrimination civil rights law that was comparable to Title VI and Title VII.

A basic premise underlying the role of the community college is the guarantee that every student has the opportunity to succeed or fail. The artificial barriers of test scores and the decisions of Admission Officers have been removed. Financial barriers have been greatly eased and the barriers of distance have been reduced considerably through the location of campuses near heavily populated areas, in the heart of transportation corridors. Laws, orders, and court decisions have greatly expanded concepts of equity and the participation of minorities and females in academic life. Yet, the unevenness of growth in the distribution of minorities may be as important as the growth.

Statement of the Problem

The major question addressed in this study was: how much progress had Cuyahoga Community College made toward compliance with civil rights mandates up to the report period of 1979-1980? In this study, the issues of Cuyahoga Community College's civil rights compliance

from the perspective of Title VI and the Adams mandate (Adams v. Califano, U.S.D.C., 1977) were examined. Title VI is a part of the Federal Civil Rights Law for minorities of 1964. This law, and the implementing regulations, mandates institutions to afford equal opportunities to minorities in facilities, programs, and employment. These rights are interrelated and interdependent. Institutions who receive any public funds directly or indirectly must insure equal access to minorities. The Department of Education's, (sic), Department of Health, Education, and Welfare, Office for Civil Rights (OCR) has the responsibility of monitoring institutions to insure compliance with Title VI.

The Adams mandate is a result of a Federal District Court consent decree. This consent decree is known as the Adams v. Califano case. The Adams mandate compelled the OCR to enforce Title VI on a statewide basis in public higher education. The Adams mandate holds the state responsible for Title VI compliance.

The State of Ohio's public higher education system was selected by the OCR for a civil rights review in accordance with the Adams mandate. Cuyahoga Community College District, which is a part of the Ohio system of public higher education, was one of seven colleges and universities selected for compliance reviews by the OCR. These institutions are Central State University, Wright State University, and Miami University at Oxford. The two-year colleges selected for review are Columbus Technical Institute, Sinclair Community College, Southern State Community College, and Cuyahoga Community College. Cuyahoga Community College was the only multi-unit institution selected. The OCR will conclude its investigation and render

its findings sometime during the Winter of 1981. The findings will be based upon the criteria established under the Adams consent decree and will also include Title VI compliance reports on the individual institutions.

Civil rights compliance under Title VI involves a multi-dimensional approach designed to eradicate the vestiges of de jurie, de facto, racial discrimination. It is a tripartite consisting of facilities, programs, and employment. Since these factors are interrelated and interdependent, compliance is neither simple to measure nor is it constant. So, within the College community and within federal and state compliance agencies, there have been differing interpretations of Cuyahoga Community College's data on sex group and ethnic differences in educational achievement, differences in perceptions of goals and the consequences of affirmative action, and different perceptions of the College's commitment and the motivation to achieve affirmative action.

Lucy W. Sells, Issue Editor of New Directions for Institutional Research, "Toward Affirmative Action," (1974) referred to this phenomena in affirmative action perception within a college milieu in the context of different subcultures:

> They consist of people with such different perspectives on the myth and realities of affirmative action that they tend to talk past each other from their respective viewpoints instead of dealing directly with each other. (Sells, 1974, p.xi)

Sells equated these subcultures as the advocates, adversaries, and enforcers of affirmative action. The advocates believe that

the merit system in higher education should include females and minorities. They perceive affirmative action as necessary to achieve high standards of scholarship and excellence. They attribute the different distribution of women and minorities, compared to white males, to a systematic exclusionary process on the part of institutions of higher education.

Adversaries of affirmative action tend to interpret the differential distribution of women and minorities not as a problem of the system, but rather as the result of different levels of talent, energy, ambitions, and aspirations on the part of women and minorities.

Compliance enforcers at the state and federal levels perceive the goals of affirmative action as freeing all persons to rise to the limits of their talents and energies. They attribute the differential distribution of women and minorities to the exclusionary practices of the academic system.

The critics of Cuyahoga Community College's Affirmative Action Programs (1967); (1972); (1979) may also be classified as advocates, adversaries, and compliance enforcers. Cuyahoga Community College's constituency is similar to many institutions of higher learning. There are women advocacy caucuses that lobby and pressure for women's rights, both within the College and on the local and national levels. There are minority caucuses who lobby and pressure for stronger affirmative action programs within the College and in the community. There is a conservative and ultra-conservative-wing that advocate right-wing views. The College's Affirmative Action Program is also reviewed by the Federal Offices for Civil Rights and the Office of

Federal Contract Compliance Program (OFCCP).

Civil rights complaints are also investigated by the above agencies as well as the Equal Employment Opportunity Commission (EEOC) and the Ohio Civil Rights Commission. These constituencies bring their unique perceptions to the College's affirmative action posture.

In fact, it has been alleged that the women's caucus filed a class action equal pay complaint with the EEOC on behalf of women faculty members. The complaint was thoroughly investigated by the equal pay division of the EEOC and found not to have merit. The minority caucus has petitioned the institution to aggressively recruit minority faculty and administrators from traditionally black colleges and universities. This petition came inspite of the fact that the College is in a no-growth and small personnel-turnover period. The conservative group emphasizes fiscal conservatism and alleges "reverse discrimination" in many personnel decisions. Compliance agencies review each complaint and many times duplicate the investigations requesting similar information. Sometimes these investigations have lasted as long as four years. Almost always the findings are that the complaints have been without cause. Yet there appears to be no consensus between the subcultures and communication barriers persist. Therefore, it was appropriate that this study focused upon the status of compliance at Cuyahoga Community College and the dynamics of those identified subcultures.

Purpose of the Study

The purpose of this study was to statistically measure Cuyahoga Community College's progress at Equal Opportunity Compliance up to the report period 1979-1980. The study basically was an analysis of the

utilization of students and employees by race and sex group at Cuyahoga Community College. The examination of the issues of Cuyahoga Community College's compliance from the perspective of availability and utilization was a major part of the purpose of the study. The study was focused upon the Adams mandate and Cuyahoga Community College and its relationship to affirmative action. The concepts of availability and parity were discussed in the study. Additionally, the treatment of the issues of the subcultures in the context of Sells' description was an important part of the purpose of this study.

Research Questions

Although the research questions listed below under the headings of facilities, programs, and employment are listed separately and do not include the treatment of the subcultures as described by Lucy Sells, an aspect of each question was treated within the context of Sells' subcultures.

A. Facilities:

1. How were Cuyahoga Community College's facilities (site locations) selected?
2. What were the issues and the barriers at each site selected (logistical, attitudinal, psychological) relative to minority access?
3. In what ways had the College overcome barriers (logistical, attitudinal, psychological) to enhance equal access?
4. Were Cuyahoga Community College's campuses constructed under federal, state, and local equal employment

compliance regulations?

5. What were the issues of construction contract compliance and minority participation in the program?

B. Programs:

1. What were the student enrollment characteristics at the several campuses by race and sex up to the report year 1979-1980?
2. What were the magnet programs at Cuyahoga Community College and what was the minority participation in those programs?
3. What were the efforts that the College made to increase minority participation in campus programs having a small minority enrollment?

C. Employment:

1. What was the progress statistically in Equal Employment Compliance at the College up to the report year 1979-1980?

Limitations of the Study

This study was limited to Cuyahoga Community College and pertained to historical documents and statistical data regarding student enrollment and employee distribution by race and sex group at the three campuses up to the report year 1979-1980. There was no attempt to treat issues beyond availability and utilization. The study focused upon the Adams mandate and its effect upon Title VI compliance at Cuyahoga Community College.

Definition of Terms

The terms defined below were working definitions selected for the most direct application to this study.

Affirmative Action. An active program with specific goals and timetables that give minorities and women the opportunities in employment and education.

Availability. A technical term that refers to the percentage of women and minorities with requisite skills in the College's geographic hiring areas.

Community College. A two-year college that offers general education, college transfers, and two-year technical degrees. It is public and "open-door" meaning that all high school graduates and/or students over nineteen, with or without a high school diploma must be admitted. Additionally, many community colleges are community-based and performance-based institutions.

Community-Based, Performance-Oriented College. A college that draws its sense of mission from its community. It studies the community carefully to determine its needs. It does this in cooperation with other human service agencies in the community. It also studies the resources that are available to meet the needs identified. It works cooperatively with other agencies to develop services responsive to the identified needs. It assesses institutional responses and reports results to the community in terms citizens can understand and support. (Yarrington, 1973)

Compliance. The degree to which an organization achieves results with its affirmative action plan.

Corridor. An area in which a freeway, expressway, or rapid transit route could be located and have relatively the same effect on regional traffic movement and perform the same function within a system.

Minority. A term that has come to mean Black American, Oriental, Spanish surname American, American Indian, however, for purposes of this study, 98 percent of minorities statistically cited are Black Americans.

Reverse Discrimination. A non-legal term that refers to discrimination against white males.

Under-Utilization. Having a lower percentage of minorities or women in a particular job category or career program than there is in the College's geographic recruiting area.

Assumptions of the Study

In researching the progress that Cuyahoga Community College made toward compliance with civil rights mandates up to the report period of 1979-1980, the writer made the following assumptions:

1. That this study and its results would greatly influence the College's understanding of civil rights compliance in regards to Title VI and the Adams consent decree.
2. That this study would become a major document and influence state higher education policy as well as Cuyahoga Community College policy in regards to the Adams consent decree.
3. That the research of the study on site selection would

add greatly to the credibility of the College and clear up faulty perceptions and misunderstandings pertaining to the College's growth.

4. That the study's focus on distribution of minority students would influence policy decisions related to emphasis on magnet programs.
5. That the aspects of the study relating to employee distribution by race and sex group based on availability would affect College policy in its personnel distribution.
6. That through a discussion of the subcultures that influence policy and decisions, the study would have a major impact upon the College's evaluation of its Affirmative Action Program over the several years preceding the study.
7. That data (numbers) represent real conditions accurate enough to draw valid inferences about the effects of policy.

Chapter II

BACKGROUND AND SIGNIFICANCE

The Adams mandate (Adams v. Califano, U.S.D.C., 1977) provided the catalyst for the study. The Adams mandate, however, was not the focal point of the study. The writer sought to discern the causal relationships of subcultures in the context of Lucy W. Sells (1974) and their effect upon civil rights compliance at Cuyahoga Community College. The study therefore was historical, statistical, and addressed the three interdependent areas of facilities, programs, and employment. For in essence, the Adams mandate seeks compliance through a traditional management approach involving a methodology that is not easy to measure nor is it constant. This management approach also fails to deal with the perceptions of all interested parties and how their perceptions effect outcome.

The Adams Mandate

The Adams case seeks to 1) increase minority access to public higher education in those states that normally operate dual systems of higher education; 2) formulate policies to insure that the participation and completion rates for blacks increase through public higher education; and to 3) strengthen and enhance historically black public colleges so that they become full partners in the delivery of educational services to their state, region, and to the nation.

The Adams case was filed by the National Association for the Advancement of Colored People (NAACP) Legal Defense Fund (LDF)

in 1970, because the LDF felt that 1) the Department of Health, Education, and Welfare (DHEW) had not enforced Title VI of the 1964 Civil Rights Act against those states operating dual systems of higher education that perpetuated the vestiges of racial segregation, and because 2) if the decisions were left to the whims of the administration, Title VI would not be enforced (Hayes, 1978). Title VI prohibits federal support to public educational institutions that practice segregation and discrimination.

Although the federal courts had facilitated the development of equitable solutions to the problem of implementing public (K through 12) desegregation, prior to Adams, the courts really had not been involved in methods of fashioning equitable solutions for desegregating public higher education. The LDF, because of its previous success in pursuing legal action to desegregate public schools, felt that legal action would result in a remedy that would force the DHEW to enforce the provisions of Title VI in higher education.

During the Adams litigation it became clear that both the court and legal representative would experience difficulties in deciding upon an equitable approach to the desegregation of higher education. The areas of difficulty would involve the jurisdictional ones such as state authority and complexities of higher education authorities (such as Boards, legislatures, etc.) that do not share the same perceptions about the function and purpose of public higher education. Moreover, unlike public (K through 12) schools, participation in higher education is neither required nor compulsory. As a result, dictates required in Brown, which subsequently led to the use of racial per-

centages to desegregate public schools, are difficult to apply to higher education. (Brown vs. Board of Education, 347 U.S. 483, 1954). The Adams case, however, was to some extent modeled after the Brown principle. There are legal precedents in higher education that preceded the Brown case (Ganes vs. Missouri 1938; Sweatt vs. Painter 1950; McLauren vs. Oklahoma State Regents for Higher Education 339, 1950).

The mandate of the Adams case called for southern and border states to eliminate the vestiges of racial dualism by desegregating their systems of public higher education. The major emphasis of Adams has been in those specific states. Those states are: Arkansas, Florida, Georgia, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, Pennsylvania, and Virginia. Pennsylvania is not a border or southern state. This state is involved because of separate legal action. Pennsylvania maintains three predominantly black colleges:

		Percentage of Black Enrollment
Cheyney State College	4 year	76.6%
Community College of Philadelphia	2 year	59.7%
Lincoln University	4 year	95.1%

Pennsylvania's black student enrollment also seemed to be heavily concentrated in those three identified institutions:

Total	Percentage Blacks in all Institutions	Percentage Blacks in non-Historical Black Institutions	Percentage of State's Black Enrollment in Historical Black Colleges
471,173	6.8%	6.1%	10.1%

(Fall, 1976 Enrollment Data from the DHEW National Center for Educational Statistics)

Pennsylvania, therefore, became a legal model for states outside of the south whose enrollment pattern in certain institutions indicated they had public supported institutions that were historically maintained as black, as well as newer racially identified campuses based on student population. These conditions provided the reasons for the Adams consent decree to be extended to other states such as the state of Ohio.

Thus, on July 5, 1977, the Adams court released guidelines by which the defaulting states were to prepare their systemwide desegregation plans for compliance with the requirements of Title VI and meet the objectives of the litigation. Prepared by the DHEW, with the approval of the LDF, the guidelines are titled "Criteria Specifying the Ingredients of Acceptable Plans to Desegregate State Systems of Public Higher Education." The criteria are structured to provide the flexibility needed to accommodate the unique characteristics of each higher education state system. The criteria are:

1) Disestablishment of the structure that has perpetuated the dual system of higher education.

2) Desegregation of student enrollment on a statewide basis to maximize access and completion for black students at all levels.

3) Desegregation of faculty, administrative staffs, non-academic personnel, and governing boards.

4) Commitments of the state to subject to a monitoring and evaluation process designed to see that progress is made toward stated goals and objectives.

(The Federal Register, Vol. 43 No. 32, 1948, pp. 6658-6664)

There is a part of the criteria that pertains to historically black public colleges. This section is of particular importance to the State of Ohio's Central State University, as well as Pennsylvania's Lincoln University, two northern state colleges that are defined as historically black. Specifically, the criteria require the Adams states to indicate the steps and commitments they will take to make their black colleges full partners in the system. (Ohio is not defined as an Adams state. The state's educational system is undergoing a review to determine if its system meets the mean standards of an Adams state.)

1) Commitment that necessary improvement (e.g. academic programs, facilities) will be made to permit historically black institutions to fulfill their defined mission.

2) Commitment that traditionally black institutions have resources comparable to system institutions having similar missions. (The Federal Register, Vol. 43 No. 32, 1948, pp. 6658-6664)

This section of the decree protects the interests of black colleges and is a result of the Amicus brief filed by the National Association for Equal Opportunity in Higher Education (NAFEO), an organization representing the Presidents of historically black colleges. The opinion stated on April 1, 1977:

> These black institutions currently fulfill a crucial need and will continue to play an important role in black higher education...The designation process should not take into account the unequal status of the black college and the real danger that desegregation will diminish higher education opportunities for blacks ...it is the responsibility of HEW to

> develop criteria for higher education desegregation plans which will take into account the unique importance of black colleges and at the same time comply with the Congressional mandate. (Adams vs. Califano, Civil Action N. 3095-70 United States District Court for the District of Columbia, Second Supplementary Order, April 1, 1977.)

The life of the desegregation planning process is to conclude in 1982-83. If, however, the states default in meeting the criteria or in keeping the commitment to desegregate their systems, then the Office for Civil Rights will begin administrative action. This action could result in 1) termination of outstanding grants or federal funds; 2) refusal to renew federal grants; or 3) halt consideration of applications for additional funding.

Summary

The Adams mandate provides states, for the first time in history, an opportunity to consolidate the diversity of the public higher education enterprise to further address the issue of planning for the educational needs of society. The plans can help the state to develop a new educational philosophy in their addressing of the issues of equal opportunity and attainment.

The Adams case is an important civil rights decision. It is a companion to the Brown case. The Brown case ruled that dual separate public (K through 12) institutions were unconstitutional and inherently inferior, and violate the civil rights of minority students. The Adams mandate ruling was similar to the Brown case except that it is addressed to public higher education. The Adams consent decree has impacted upon and changed the format for equal educational opportunities in many states

of this nation. The Adams case, however, differed from the Brown case in three important areas; 1) the Adams case holds the state responsible for public higher education and the compliance of Title VI; 2) the Adams case safeguards historically black institutions; and 3) the Adams case has a time limitation.

Ohio and the Adams Mandate

It is significant that the Adams mandate is now addressing itself to a review of Ohio's public higher education system under Title VI. In August of 1979, the Ohio Board of Regents was informed that the State of Ohio's public higher education system would be investigated pursuant to Title VI of the Civil Rights Act of 1964 as pertaining to the court consent decree known as the Adams mandate. Every public institution in the State of Ohio is being reviewed as an aggregate.

As an aggregate, Ohio has 444,913 students enrolled in its system of higher education. Of the total student body, 10.1 percent are Black Americans. Of these black students, 9.7 percent are attending non-black institutions and 6.3 percent attend colleges that have been statistically identified as black. (Committee Staff Analysis of Fall, 1976 Enrollment: Data from the DHEW National Center for Educational Statistics, 1978.)

These data, inclusive with the Higher Educational General Information Survey (HEGIS) information on Central State University, an historical black college (HBC) and Cuyahoga Community College's Metropolitan Campus, a newer predominantly black college (NPBC) and not an HBC, made the State of Ohio's public higher education system subject to the Adams mandate court consent decree. The HEGIS information on the two colleges is cited here.

College		Percentage of Blacks
Central State University	4 year	82.8
Cuyahoga Community College Metropolitan Campus	2 year	60.2

Additionally, the OCR identified individual institutions for Title VI compliance reviews. These institutions were non-historical black colleges (NHBC's), HBC's, and NPBC's. The NHBC's selected for Title VI compliance reviews were: Miami University at Oxford, Ohio, Wright State University, Southern State Community College, Columbus Technical College, and Sinclair Community College at Dayton. These NHBC's are rural and urban, four-year and two-year, technical and community, with state controlled and local autonomy. The HBC selected for a Title VI compliance review was Central State University.

Of particular interest to this study was the selection of Cuyahoga Community College, a multi-campus, urban, suburban unit. The District has three campuses: a NPBC, Metropolitan Campus; and two NHBC's, Western Campus whose black enrollment comprises less than 3 percent, and Eastern Campus where minorities comprise 30 percent of the student population (HEGIS, 1978). Cuyahoga Community College is the only multi-unit district in the State of Ohio.

Title VI of the Civil Rights Act of 1964 coincided with and impacted upon Ohio's public higher education system. For it was during those times that the State of Ohio formally established the Ohio Board of Regents (1964). The Ohio Board of Regents is a governing board designed to coordinate and plan the state's public higher education system. Public higher education in the State of Ohio had not previously been subject to

statewide systems planning and coordination. In fact, the state's public universities that were in place at the beginning of the decade of the 1960's were Ohio State University, Bowling Green State University, Ohio University, Miami University at Oxford, and Kent State University. Kent State University, established in 1910, represented the last public chartered university in Ohio until the 1960's. However, the State legislature did establish Central State College in 1955. This public college had previously been a part of Wilberforce University, a church-affiliated black institution. Central State College was established and was perceived as a black institution.

Thus, in 1964, when the Ohio Board of Regents and the state legislature began to address themselves to enlarging public higher education for their citizenry, they had inherited six institutions of higher learning most of which were remote to the population centers and geared to serve an agrarian state. Since the turn of the century, Ohio has emerged as a highly industrialized urbanized state. The State of Ohio in 1960 had a population of ten million. Additionally, the Ohio Board of Regents had inherited a state institution that was racially segregated with almost no white students. Central State College therefore was an anomaly that was in conflict with the historic Brown case as well as Title VI of the Civil Rights Act of 1964.

The State of Ohio Legislature and the Ohio Board of Regents moved quickly in the 1960's to plan and develop a system of public higher education that was more in tune with the educational needs of its citizenry. The state legislature granted charters to local communities for the establishment of community colleges. Cuyahoga Community College became

the first public two-year college established in the State of Ohio. The Ohio Board of Regents commissioned studies titled "Master Plan for Public Higher Education in Ohio." These plans provided the rationale for the present system of public higher education in the State of Ohio. The system consists of a unique and varied approach for accommodating public higher education needs. This approach consists of universities and branches, two-year technical institutes, and community colleges. The intent was to make education accessible to every citizen in rural and urban Ohio within a 25-30 mile radius.

The Ohio Provisional Master Plan did give careful attention to Central State College. The Master Plan stated that Central State College must become an interracial institution and laid out examples and methods for that transition. (Master Plan, 1966)

The Ohio Board of Regents had as its major responsibility the task of updating the State's Master Plan for Public Higher Education. The state legislature and particularly the Ohio Board of Regents put in place facilities and curriculum which moved the state's public higher education system closer to its population centers in order to serve a diverse heterogeneous population. However, its planning with regard to Central State College, including its foresight, did not change the perception of Central State College as being a predominantly black institution. Some of its planning involving curriculum decisions, as we look in retrospect, did not provide the vocational choices nor the linkage with nearby state universities that would have, perhaps, changed the segregated student composition of Central State College or that of nearby universities.

Impact of Adams Mandate Upon Public Two-Year Colleges

The impact of the Adams mandate upon public two-year colleges throughout this nation will be quite significant. It is so because public two-year colleges are equal access colleges, with low tuition and are located near people. Several studies on proximity (Willis, 1955; 1958) and (Willingham, 1970) have indicated that open-door commuter two-year college students tend to enroll at a campus located within a three to five-mile radius of their homes. Therefore it is not surprising that in a recent study (Conditions of Education, 1979) it was found that blacks and other minorities, though comprising ten percent of the national population, make up 37 percent of public two-year colleges. Public two-year colleges in traditional northern states are increasingly being identified through the Higher Education General Information Survey (HEGIS) as being predominantly black. (See Table 1.)

Table 1 resulted from a study (1978) completed by the Institute for the Study of Educational Policy and was titled "Equal Educational Opportunity for Blacks in Higher Education: An Assessment." This study concluded that the emergence of NPBC's at the two-year public college level is the result of the establishment of these institutions in areas with a high concentration of the black population. The study further stated that "the majority of black students begin their higher education by entering two-year colleges. In fact, over one-half of all first-time black freshmen in the Fall of 1976 enrolled in two-year colleges" (The Institute For the Study of Educational Policy, 1978, p. 3). This recent phenomenon may be a direct result of the racial patterns of residence in American cities (Kerner, 1968).

Table 1

NEWER PREDOMINANTLY BLACK PUBLIC TWO-YEAR COLLEGES IN NORTHERN STATES

	Percent Black Enrollment
MARYLAND	
Community College of Baltimore	76.0
CALIFORNIA	
Compton Community College	85.8
Los Angeles Southwest College	91.8
Nairobi College	96.2
ILLINOIS	
City College of Chicago	
Kennedy-King College	97.3
Malcolm X College	83.3
Olive-Harvey College	94.6
The Loop College	58.1
State Community College	100.0
MASSACHUSETTS	
Roxbury Community College	68.0
MICHIGAN	
Highland Park Community College	96.9
Wayne County Community College	73.6
MISSOURI	
St. Louis Community College at Forest Park	61.0
NEW JERSEY	
Essex County College	67.6
OHIO	
Cuyahoga Community College--Metropolitan Campus	60.2
PENNSYLVANIA	
Community College of Philadelphia	58.7

Minority students' attraction to certain campuses is not only determined by proximity, but also by programs which are geared to serve the youth and adults of their community regardless of social status, financial well-being, or previous educational experience, and the fact that the community college is open to all who meet the minimum age requirements and can profit from its programs and services. Thus, accessibility is an important factor. Burton Clark wrote, "the public junior college is a cutting edge of the democratization trend in American education because of its abolition of formal barriers" (Clark, 1960 p. 158). Cross concluded that the junior college is playing a highly significant role in the democratization of higher education (1968, p. 48). The studies indicate that community colleges are people colleges and as such are doing reasonably well in enrolling students in nearly representative numbers of the various social, cultural, and economic population.

However, because of the high percentage of attrition that has been an historic problem in junior colleges, the Adams mandate regarding increasing the completion rates for blacks in public higher education may be quite significant. Consider these sources regarding attrition in community colleges.

Dorothy Knoell (1970, p. 77) concluded, after her study of five urban community colleges, that the colleges studied were doing well in attracting minority students but that a problem may be "insuring their successful performance after admission."

It is significant to note that over fifty percent of the students in community colleges leave without having completed any formal program (Cohen, 1969). This high dropout rate has existed in junior colleges for

some time. Consider the following quotation from an article published in 1933. "The evidence is overwhelming that the preparatory function of the junior college is not its primary one. When more than one half of the original entrants drop out or transfer--before the completion of four semesters' work . . . and when more than 2/3 do not continue beyond the junior college . . . it would seem clear that the needs of this much larger group should demand greater attention . . ." (Webb, 1933, p. 179). According to Medsker and Tillery in a 1971 publication, the rate of attrition has not changed since Webb wrote his article and they contend that student attrition "should be one of the greatest priorities for research and deliberation . . ." (Medsker, 1971, p. 49). In 1965 Blocker and others stated that the dropout rate was one of the most critical issues facing community colleges and they called for follow-up studies to help solve the problem (Blocker, 1965).

The results of a case study in California showed that of those students who transferred only twenty-three percent had finished the A.A. degree and half of those who requested a transcript had completed one year or less in the junior college. About half of the students in the college neither transferred nor were enrolled in two-year terminal programs. Most who began with the intent to transfer did not do so nor did they complete a terminal program. Based on these findings and other evidence, Clark wrote, "an important feature of the flow of students through the junior college is the shortness of their stay. The in-and-out flux is always on a large scale . . ." (Clark, 1960, p. 151).

The rate of community college student attrition has been shown to be a significant one, and although one may propose that dropping out is

not necessarily a negative factor, attrition becomes crucial if those students who withdraw do not generally represent the entire student population but are concentrated in certain socioeconomic or lifestyle groups. This is especially true in light of the community college's desire to make higher education available regardless of social or economic stature. Availability of higher education must be interpreted as meaning more than merely enrolling. In their study of transfer students, Knoell and Medsker hinted at the possibility of selective withdrawal, "despite the commonly accepted notion of great variability in the junior college student population, the transfer group was found to be relatively homogeneous with respect to many personal and academic characteristics" (Knoell and Medsker, 1964, p. 174).

The increased numbers of minorities attending public two-year colleges and the increased numbers of NPBC's, plus the historically high incidence of student attrition at two-year colleges, constitute a national policy crisis that will impact significantly upon public two-year colleges in northern states. The Adams mandate provides the legal mechanism to desegregate these colleges and increase the survival of minority students at these colleges.

Lucy Sells' Subcultures and the Adams Mandate

In the context of Lucy Sells' subcultures, the Adams mandate can be studied. In essence, the Adams mandate is a result of the causal relationships of the advocates, the (NAACP' LDF); the opposers, the (OCR and NAFEO); and the enforcers, the Federal District Court. These three forces, with vested interests, contended for eight years until a synthesis was arrived at known as the Adams mandate. The advocates

held that Title VI in public higher education was not enforced by the OCR. The LDF, in the beginning, omitted the historical sweep of the contribution of black public higher education. The OCR opposed the radical disruption of black public higher education without a visible alternative and they were conditioned to seek Title VI compliance on a college by college approach. The NAFEO, consisting of black public college Presidents, seemingly was opposed to the advocates and sought to preserve the historic contribution of black public higher education. These obvious contradictions pertaining to the enforcement of Title VI by interested parties finally resulted in a synthesis when the NAFEO filed an Amicus (friend of the court) Brief. Judge Pratt reconciled the differences of the opposing parties in the historic Adams mandate. The Department of Education in conjunction with the LDF and the inclusion of the NAFEO Amicus Brief signed the consent decree. This is referred to as the politics of the Adams mandate and it reconciled contradictions, perceptions, and attitudes encased in the affected parties.

As indicated earlier, the major focus of this study was upon the causal relationships of subcultures in the context of Lucy Sells and their effect upon civil rights compliance at Cuyahoga Community College. The Adams mandate and Title VI provided the catalyst for this study. It therefore was appropriate that the study placed emphasis upon the Adams mandate in relationship to the development of Ohio's public higher education and its subsystem, Cuyahoga Community College District during those times. Now it is appropriate to examine the subcultures from a philosophical context in order to perceive its true theoretical constructs.

In Hegelian philosophy (Hyppolite, 1969) it is a premise that before

there is a synthesis of ideas, there must be a thesis and an antithesis at ends of the continuum. This is a classical model. The Hegelian dialetics still preserves the tension of the conflict at the very core of the mediation. This dualistic contradiction was utilized by the Marxists in formulating their philosophy of dialectic materialism (Schacht, 1975). Even in the formation of groups, this classical model is applicable; forming, storming, norming, and performing (McBer, 1975). Sells' astuteness in perceiving the classical models that perceive great social changes in the milieu of academic life in regards to affected groups in civil rights compliance can therefore be placed into an historical, theoretical context. This phenomena has also been observed during the stages of collective bargaining development (Richardson, 1976). Careful observers have seen it during the periods of student unrest on campuses (Daedalus, 1970).

Yet, there are unique attributes that manifest themselves differently in subcultures in the context of Sells. For unlike the classical Hegelian philosophy, or dialectic materialism of the Marxists, or collective bargaining, or student unrest, civil rights is social legislation that was a direct result of contending forces that arrived at synthesis through legislative action, executive orders, and court decisions.

The purpose of this study therefore was to weave those forces as described by Lucy Sells as subcultures into those three interrelated and interdependent facets known as facilities, programs, and employment, which collectively determine the state of compliance, in order to discern the causal relationships upon civil rights compliance at Cuyahoga Community College.

Chapter III

METHODOLOGY

While the Adams (Adams v. Califano, U.S.D.C., 1977) mandate provided the catalyst for the study, the Adams mandate, however, was not the focal point of the study. The writer sought to discern the causal relationships of subcultures in the context of Lucy W. Sells (1974) and their effect upon civil rights compliance at Cuyahoga Community College. The study therefore was historical, statistical, and addressed the three interdependent and interrelated areas of facilities, programs, and employment. Therefore, in order to develop the methodology for this study, the following procedures were employed to respond to each of the previously identified research questions.

A. Facilities:

Question #1:

How were Cuyahoga Community College's facilities (site locations) selected?

1. College documents such as Ohio Board of Regents Provisional Master Plan, Board of Trustees' Minutes, College Relations Publications were reviewed in order to determine the early establishment and beginnings of Cuyahoga Community College.

2. The fact that Cuyahoga Community College was an early signator to Title VI of the Civil Rights Act of 1964 was established.

3. The documents mentioned above and inclusive of newspaper articles and other publications were critically analyzed in order to ferret out the various viewpoints expressed on site selections (advocates, enforcers, opposers) within the context of Lucy Sells' subcultures and of those factors influencing site selection.

4. The site selection studies; the Arthur D. Little Site Study, Tadlock and Associates' Cuyahoga Community College Master Plan Update; were analyzed in order to determine whether the pertinent factors in the cause and effect of racial isolation was recognized by the College in its site selection decisions.

Question #2:

What were the issues and the barriers at each site selected (logistical, attitudinal, psychological) relative to minority access?

1. The Arthur D. Little Site Study was analyzed and specific barriers identified as identified in the study.

2. Other College documents such as Tadlock and Associates' Cuyahoga Community College Master Plan Update were reviewed and analyzed to identify barriers. This procedure included Title VI Self-Study documents in the College's OFfice of Equal Opportunity archives.

3. The notes and minutes of the May 1975 Community Participatory Meeting on the updating of the College's Master Plan were reviewed and analyzed to determine community response to perceptions and attitudes about race in student characteristics at the campuses.

Questions #3:

In what ways had the College overcome barriers (logistical, attitudinal, psychological) to enhance equal access?

1. Early efforts made by each campus to overcome barriers to equal access were determined.

2. The pertinent recommendations made in the Arthur D. Little Study, the Tadlock and Associates Study, and the Title VI Self-Study were discussed to determine Collegewide efforts to overcome barriers.

3. Pertinent information in the North Central Accreditation Report of 1978-1979 was reviewed and analyzed to determine Collegewide efforts to overcome barriers.

4. The College's Official Plan was reviewed and analyzed to determine whether there is reference to future efforts to enhance equal access.

Question #4:

Were Cuyahoga Community College's campuses constructed under federal, state, and local equal employment compliance regulations?

1. Cuyahoga Community College's Board of Trustees' documents and other materials were reviewed to determine the College's policy on equal employment in its construction activities.

2. The documents mentioned above and inclusive of newspaper articles and other publications were critically analyzed in order to ferret out the various viewpoints expressed on minority participation at Cuyahoga Community College's construction sites (advocates, enforcers, opposers) within the context of Lucy Sells' subcultures.

Question #5:

What were the issues of construction contract compliance and minority participation in the program?

1. Newspaper articles and other publications inclusive with records and documents in the College's Office of Equal Opportunity were reviewed and analyzed in order to ferret out the issues of compliance within the context of Lucy Sells' subcultures.

2. The Weiner v. Cuyahoga Community College court case was reviewed and analyzed in order to ferret out the issues of compliance within the context of Lucy Sells' subcultures.

B. Programs:

Question #1:

What were the student enrollment characteristics at the several campuses by race and sex up to the report year 1979-1980?

1. Documents from the Office of Institutional Research on race and sex characteristics were surveyed in order to determine the racial and sexual characteristics of Cuyahoga Community College students over the past several years.

2. A graph was plotted, by campus, in order to determine minority and female students' characteristics over the past several years.

Questions #2:

What were the magnet programs at Cuyahoga Community College and what was the minority participation in those programs?

1. Statistical reports prepared by the College's Office of Institutional Research were surveyed for identification of the magnet programs.

2. The data compiled by the Office of Institutional Research on career programs and the minority participation in each program were reviewed and analyzed.

Question #3:

What were the efforts that the College made to increase minority participation in campus programs having a small enrollment?

1. The Arthur D. Little Report was surveyed in order to determine if there were specific recommendations made relative to programs by campus and if the College acted on the recommendations.

2. The Metropolitan Campus' recruitment efforts to include minorities in programs that were non-traditional choices for minorities were reviewed.

3. The Western Campus' recruitment efforts to include minorities in programs that were non-traditional choices for minorities were reviewed.

4. The Eastern Campus' recruitment efforts to include minorities in programs that were non-traditional choices for minorities were reviewed.

5. The Title VI Self-Study was reviewed to see if there were specific recommendations made relative to programs by campus and determined if the College acted on the recommendations.

6. The documents mentioned above were critically analyzed in order to ferret out the various viewpoints on minority participation in campus programs (advocates, enforcers, opposers) within the context of Lucy Sells' subcultures.

C. Employment:

Question #1:

What was the progress statistically in equal employment compliance at the College up to the report year 1979-1980?

1. Federal Executive Order No. 11246, Revised Order No. 4 and other implementing documents were reviewed to determine a methodology for measuring Cuyahoga Community College's affirmative action in employment by race and sex group.

2. The College's Equal Employment Opportunity Affirmative Action Program was reviewed in order to determine the College's availability data and its analysis.

3. The Cuyahoga Community College January 30, 1980 Personnel History Review List was utilized and placed in the format for occupational titles as prescribed by the Federal Government Joint Report Form known as EEO-6.

4. A table of minority current employment availability pools and utilization was developed based upon the data obtained from the January 30, 1980 Personnel History Review List and placed in the format for occupational titles.

5. The availability percentages of minorities that were accepted by the College's Board of Trustees and were a part of the College's Affirmative Action Report were listed by occupation.

6. The availability percentages were translated into numerals in order to determine whether there was an over or under-utilization of minorities at CCC.

7. The availability percentages were translated into numerals in order to determine whether there was an over or under-utilization of females at CCC.

Included within the analysis of the data was an examination of the phenomenon of balance versus imbalance. The examination was done to determine whether parity based on availability, once achieved but improperly distributed, did contribute to perceptual problems. Finally,

it was determined how the subcultures, as defined by Lucy Sells, influenced the Affirmative Action Program at Cuyahoga Community College.

Chapter IV

PRESENTATION AND ANALYSIS OF FINDINGS

Introduction

The purposes of this chapter are to report the findings of the research procedures employed to determine how much progress Cuyahoga Community College had made toward compliance with civil rights mandates up until the report period 1979-1980. The impetus for the study was the Adams mandate (Adams v. Califano, U.S.D.C., 1977). Therefore, it was appropriate that Chapter Two was a review of the literature on the Adams mandate in context with the development of public higher education in the State of Ohio. Chapter Two also was an examination of the implications of the Adams mandate upon northern, urban, two-year colleges throughout the United States. Chapter Two was an analysis of the issue of the Adams mandate within the context of the phenomena of subcultures as described by Lucy Sells (Sells, 1974).

The research procedures as outlined in Chapter Three were carefully developed to respond systematically to each of the nine research questions under the headings of facilities, programs, and employment proposed for this study. There are five research questions relating specifically to facilities, three research questions for programs, and one comprehensive, though no less important, research question for employment. In addressing the focal point of the study, the research questions were organized to respond to the complexities of Title VI compliance reviews, (Civil Rights Act, 1964) and presented in that order.

In that the study was developmental with much exploratory work

needed for determining the scope of the problem, it was necessary to describe the findings of the procedures chronologically. Such details were important in order to establish an historical base that clearly points up the influence of the subcultures on the Affirmative Action Program at Cuyahoga Community College. This historical frame of reference was important in the analysis of the status of Cuyahoga Community College's progress under the civil rights mandates up until the period 1979-1980.

This chapter is divided into three units. They are 1) facilities; 2) programs; and 3) employment, and each contains the elements of Lucy Sells' subcultures and how they affected the Affirmative Action Program at Cuyahoga Community College. Herein are the findings.

FACILITIES

Selection of Facilities of Cuyahoga Community College

Upon the scheduled completion of the permanent Eastern Campus of Cuyahoga Community College (CCC) in the Fall of 1981, facilities for the CCC District will be complete. After twenty years of planning for physical facilities to house the educational operations for Cuyahoga County residents, the Board of Trustees of Cuyahoga Community College will then officially bring to a close the physical building phase of CCC.

It is significant that the Department of Education's Office for Civil Rights (OCR), within the framework of the Adams consent decree and Title VI of the Civil Rights Act of 1964, is concluding its investigation of public higher education in the State of Ohio during the academic year 1980-1981. The Adams mandate seeks Title VI compliance on a statewide basis for public higher education and, in this regard, CCC's civil rights compliance status under Title VI is at issue. Cuyahoga Community College, as a part of Ohio's public higher education system, did undergo a comprehensive compliance review by the OCR and is awaiting the official findings pertaining to civil rights compliance in the three interrelated, interdependent areas of facilities, programs, and employment. It is therefore appropriate that on the eve of the Eastern Campus completion and the OCR findings, that this study historically reviewed the legal origins of the establishment of the College as well as the Official Master Plans and Site Feasibility Studies to determine the rationale

for the District's establishment as a multi-unit district from a Title VI perspective.

Establishment of the College

Cuyahoga Community College was Ohio's first community college. The establishment of the District by the state legislature was a significant event in the history of public higher education in the State of Ohio. The state legislature enacted the Ohio Community College Bill in 1961, (Community College Act of 1961). That same year Cuyahoga Community College was declared a college district. The legislative requirements, referred to as the Community College Act of 1961, stipulated certain conditions that had to exist before the community college district could be established. It also enumerated certain actions that had to be taken before and after a district was formed. The law was implemented with respect to Cuyahoga Community College as related below:

1. Sec. 3354.01 (A) " 'Community college district' means a political subdivision of the state. . ., comprised of...one or more contiguous counties having together a total population of not less than one hundred thousand..."

   Cuyahoga Community College District had a population of 1,647,000 in 1960 and an estimated 1,520,000 in 1978.

2. Sec. 3354.02 (A) "The board of county commissioners ...may, by resolution approved by two-thirds of its members, create a community college district..."

   The Board of County Commissioners of Cuyahoga County, on October 23, 1961, after public hearings and testimony, unanimously resolved to create the Cuyahoga Community College District.

3. Sec. 3354.04 "Within thirty days after action by (the board of) county commissioners creating a community college district...such board... shall certify such action to the secretary of state who shall thereupon declare such district to be established."

> On November 3, 1961, the Secretary of State, upon notification by the Board of County Commissioners, declared the Cuyahoga Community College District to be established. (Cuyahoga Community College, Official Plan, June, 1978, pp. 2-3.)

Cuyahoga Community College then became a legal entity with a Board of Trustees. The Board of Trustees was appointed by the Board of County Commissioners. The Board of County Commissioners was authorized to appoint seven trustees. The original seven members included one female and one black male. Thus, the Board of Trustees originally was interracial and had female representation. The Board of Trustees has continued as interracial and with female representation. Black and female board members have served as Chairperson of the Board. (College Catalogue Photographs, 1966; 1972; 1977)

One of the first documents issued by the Cuyahoga Community College Board of Trustees was the Official Plan for Cuyahoga Community College. It was submitted to the State Community College Board on November 28, 1962. The College District therefore was a creation of State statute and during its first several years of operation seemed to serve as a stimulus to activate the entire state public higher education system to come to terms with the unmet needs of public higher education within the State of Ohio.

Following the establishment of the Cuyahoga Community College District through state legislation, enabling legislation was

passed by the Cuyahoga County Board of Commissioners. The appointed Board of Trustees, which governs the College District, employed a President and a faculty and began registering students on September 23, 1963 in an unused junior high school building in downtown Cleveland, Ohio. More than 3,000 full and part-time students registered for classes. This phenomenon was known as the "miracle on 14th street." It was at that time the largest new institution in the history of the junior college movement.

The new institution began immediately to develop academic centers in the suburbs to accommodate the large part-time evening student population. During that Fall of 1963, the College opened academic centers in South Euclid-Lyndhurst and Parma to utilize classrooms for evening instruction. These events occurred prior to appropriations for the District.

Early surveys verified, and the Board of Trustees endorsed, the concept of multi-unit (multi-campus) college organization and support facilities to serve a share of the educational needs of the citizens of Cuyahoga County (Official Plan, 1978, pp.5-6).

The center of education was in downtown Cleveland, Ohio where the College leased space at several sites. These sites were the Gallo Building and the Huron Building. The Huron Road Building was located at East Sixth and Huron Road. This building became the interim campus and continued as such until the Metropolitan Campus was constructed and occupied in 1969.

Title VI Regulations on Facilities

The planning for permanent sites for colleges and univer-

sities must conform to Title VI regulations. Title VI became law in 1964 and is a part of the Civil Rights Act of 1964. Cuyahoga Community College initially became a signator of the Title VI Certificate in March 1965 shortly after the federal enactment of that law. Title VI, in guaranteeing equal educational access to minorities, states that:

> In determining the site or location of a facilities, an applicant or recipient may not make selections with the effect of excluding individuals from, denying them the benefits of, or subjecting them to discrimination under any programs to which this regulation applies, on the ground of race, color, or national origin; or with the purpose or effect of defeating or substantially impairing the accomplishment of the objectives of the Act or this regulation. (Title VI Rules and Regulations, R-45 80.1, 80.3, 1, July 1973)

Therefore, a site selection study must conform to Title VI regulations and ideally should be a comprehensive educational document. A site study should be inclusive of the total economic, demographic, and geographic area. The document should be a study of trends, a forecast of needs, and suggest solutions to present and future problems. Thus, site selection would include a thorough historic analysis, along with the growth trends of the community's economy encompassing industry, commerce, and labor.

A site study, in conformity with Title VI regulations, would guarantee equal access of minorities to college facilities through the research of the following:

1) who the people are within the district by age, race, ethnic origin, and by economic and social class

2) where and how people live; housing, racial and ethnic isolation

3) class and economic condition

4) health and education

5) cultural and recreational outlets

The determination of ingress and egress of people to educational facilities should be a primary goal in a site selection study for a commuter college. The logistic patterns of people movement including past and present highways as well as future highways are important considerations. Past, present, and future public transportation systems are also important. Following the study, campus site selection recommendations are made to the institution's governing board.

The Arthur D. Little Site Selection Study

Cuyahoga Community College's Board of Trustees, in its wisdom, did adhere to the Title VI regulations in the planning and development of permanent campuses for the District. The College's Board of Trustees commissioned the Arthur D. Little Company (ADL) to conduct a thorough facilities study on the educational needs of the District. The ADL Study followed the mandates of equal access under Title VI regulations. The study examined the demographic trends of the City of Cleveland, the County of Cuyahoga, and the five counties surrounding Cuyahoga County (ADL, 1969).

The Official Plan (College Official Plan, 1979) makes reference to the fact that the College District gave careful thought to the development of a multi-unit district during its early planning phase. The development of the College's Educational

Master Plan as recorded in the Arthur D. Little Study (ADL, 1969) cited in its site studies the projection of sites and facilities. This study utilized the concepts of time-distance and access factors (ADL, 1969). In the study, these concepts were argued for in this manner:

> Future planning of campus sites to serve the county must consider not only present but also future planned transportation routes. At the present time, it is about as quick to go from some parts of the Southwest area to the Metro campus as it is to the Western campus. The Northwest area is more accessible to the center of Cleveland than to the Western campus located at Parma. Residents in the southern part of the county between highway routes 71 and 77 and 77 and 271 find access either to the central downtown area or to the Western campus location with traffic heavy, congested, and slow. Access to the downtown area from the east side of Cleveland between rapid transit terminals in Shaker Heights and East Cleveland and east to points in proximity to highway 271 is congested and slow because of heavy traffic and lack of traffic routes which permit rapid movement of traffic. Persons in the extreme southeast corner of the county find some difficulty getting to a major arterial route for transit downtown. (ADL, p. 92)

The ADL study was making reference to the projected major highway arteries that were projected by the seven-county land use study that showed recommended traffic routes for use by 1990. Thus, the site study recommended permanent sites or a multi-unit College District that incorporated the concepts of time-distance and access factors. These concepts took into consideration the 456 square miles of the Cuyahoga Community College District and incorporated the approved federal, state, and county access traffic routes as important components in its recommendations of campus sites. These systems allow clock time rather than just

distance to dictate accessibility. It is now possible (1980) to travel from the extreme ends of the College District in 30 to 45 minutes.

Racial Isolation Recognition

The ADL Study also focused upon the racial and ethnic composition of the College District. Contained in the ADL Study was an examination of racial and ethnic neighborhood isolation in Cuyahoga County. The findings of the study, not only were predicated upon campus attractions or magnet campuses, but upon single-campus programs or magnet programs as important elements in diffusing racial isolation in campus and program student composition.

The ADL Study indicated that the downtown campus would always be the main campus or the most popular campus (ADL, p. 98). Metropolitan Campus seems to be the flagship campus for the District. Flagship is a term that has come to be used in identifying large comprehensive colleges and universities in Adams states.

The Metropolitan Campus or the downtown campus was the District's first campus. CCC was, for a very short time, a single-campus district. Some critics of the multi-unit concept view the development of additional campuses in a college district as no more than replications. This observation was cited in the Tadlock Study (Tadlock and Associates Prospectus, 1974, p. 6). Replications of campuses from a Title VI perspective can have serious consequences because replicated campuses are not magnet

campuses, and therefore can have the effect of perpetuating racial isolationism. So, although Tadlock's astute statement, "that campuses in a multi-unit district are replications," is true and applicable in many instances, Cuyahoga Community College's campuses were not replications.

CCC's site selections were a series of deliberate thoughtful actions that completed a network of educational facilities for the citizens of Cuyahoga County. These thoughtful actions, as the ADL Study supports, were incorporated into the mandates of Title VI with regards to equal access of facilities for minority students. ADL's thinking did precede the completion of the highway corridors and the regional public transportation system, but was inclusive and dependent upon the completion of those transportation corridors. The completion of the transportation corridors would ultimately unlock isolated communities and make CCC's facilities accessible to all of the citizens of the District.

From a Title VI perspective the campuses should be considered magnet campuses as their development transcended the former concepts of boundary campuses as was popular in the earlier development of the junior college. The Willis Studies (1955); (1958) and Willingham (1970) were considered classical models for the commuter two-year colleges' attraction of students. These studies concerning proximity indicated that students tend to attend junior colleges within a three-to-five-mile radius of their home. Therefore, in the earlier days of urban two-year colleges, site selections were greatly influenced by those studies. Proximity

became the major concept in determining sites for facilities. ADL made a departure from the Willis-Willingham Proximity Studies. ADL utilized an entirely different concept as an added student attraction pull in its site selection study for CCC's District. ADL captured the essence of Title VI regulations on equal access through the concept of time-distance and access. This concept broadened the horizon of the community college movement for urban settings such as Cleveland, Ohio.

In Greater Cleveland, Ohio, as in most northern urban communities, there are pockets of isolated ethnic and racially segregated neighborhoods. Therefore, had the College not utilized the ADL Site Study there is a probability that the student characteristics at its several campuses may not have been as diffused. The results of the implications of the time-distance and access concept is yet developmental. The results must be studied on a continuous basis for the ADL concept of the natural flow of people to campuses was dependent upon the completion of the major transportation corridors within the county, a low-cost public transportation system, and the permanent campuses constructed and operational in a non-competitive way.

The major highway corridors are still moving towards their completion. Portions of these corridors are nearly ten years behind their projected completion dates. The ADL Study did recommend the simultaneous construction of the Eastern and Western Campuses with construction to begin in 1970 (ADL, pp. 99-100). The District was unable to maintain a schedule for

construction in that order because of many constraints. (Cleveland Press, January 27, 1970). Western Campus construction did not begin until March 1973. The Eastern Campus permanent facility is scheduled for completion in September 1981.

The two adjacent counties to Cuyahoga County, Lorain County and Lake County have community college districts. Their districts are single campus districts. Each district constructed campuses near Cuyahoga County's political boundaries. These campuses are near highway corridors that attract Cuyahoga County residents from the western suburbs to Lorain County Community College and from the eastern suburbs of Cuyahoga County to Lakeland Community College. These suburbs happen to be predominantly white and the decision of some of their students to attend the outer county campuses has adversely impacted upon the downtown Metropolitan Campus' student racial composition.

Therefore, the ADL Studies made a major contribution to Cuyahoga Community College's compliance with Title VI regulations. The ADL Site Studies served to focus the educational aims of the District upon the aegis of equal access.

The Western Campus

The ADL Study also determined that the site of the Western Campus, located at 11000 West Pleasant Valley Road in Parma, Ohio, was feasible and recommended that the College begin immediate construction of the permanent campus at the Veterans Administration Crile Hospital Site. The Veterans Hospital was acquired by the College from the Veterans Administration (Official

Plan, p. 49). As earlier mentioned, Cuyahoga Community College had a signator for the total District to the Title VI Civil Rights Act of 1964 Certificate. This certificate, as a condition of the purchase agreement, became the second certificate signed by the College.

The Western Campus presented some rather unique and peculiar characteristics. The westerly suburbs of Greater Cleveland, Ohio consisted mainly of blue-collar whites of East European background (U.S. Census Report, 1960). Minorities traditionally did not reside in the Parma-Parma Heights community. In fact, just recently the City of Parma was found guilty of violating the fair housing rights of minorities (U.S.A. v. Parma, June 5, 1980). Yet, the Crile Veterans Hospital was like "free soil" to minorities. Minorities historically had been employed in many capacities at the Crile Veterans Hospital. Black physicians had interned and practiced there, black nurses, laboratory technicians, dietary, maintenance, and security personnel had worked there. Also, minority veterans had been patients at Crile. Most minority employees, however, lived on the east side of Greater Cleveland and commuted daily to the Veterans Hospital. Thus, when Crile Veterans Hospital sold its facilities to the Cuyahoga Community College District and relocated to University Circle and transferred its employees and patients to its new facility, the hospital left a legacy of fair employment and non-discrimination in its admittance and treatment of patients.

Therefore, the College Board of Trustees' decision to pur-

chase the Crile Veterans Administration Hospital facilities, within the Title VI guidelines and the historic tradition of equal opportunity employment that was left as a legacy referred to here as "free soil," was a continuation of the District's commitment to non-discrimination.

The Metropolitan Campus

Cuyahoga Community College's Board of Trustees officially accepted the ADL Study in March 1969. The ADL Study did recommend a three-campus district (ADL, p. 99). This study re-examined the District's decision to build the downtown campus at its present location, 2900 Community College Drive, Cleveland, Ohio, in the former St. Vincent Urban Renewal Development.

The College District, in its early beginnings, gave thought to the construction of a central campus in the heart of downtown Cleveland's Erieview Urban Renewal Area (Lister, 1964). This plan was abandoned because of urban congestion and lack of adequate parking spaces (Dalby, 1964). The site selected for this campus was also a part of the City of Cleveland's Urban Renewal Project, the St. Vincent Urban Renewal Development. This area had consisted of old warehouses and tenement housing. It lay contiguous to downtown Cleveland and Interstates 77 and 71. U.S. Highway 422 was also a main corridor that would facilitate travel into the District. The campus was within walking distance to the newly created campus of Cleveland State University. Of equal importance was the fact that the placement of the campus would not displace residences and businesses from the area because

the Urban Renewal Department of the City of Cleveland had earlier leveled the land and for more than two years the land was without occupants. ADL's examination of the site selected, based upon its established criteria, recommended the St. Vincent Urban Renewal Area as the Metropolitan Campus site. The Title VI Self-Study (1976) underscored the selection in this manner:

> Metropolitan campus is a unique campus. It is a heterogeneous campus. It is diverse. It is innovative. It is a neighborhood campus and it is a collegewide campus. The campus is ideally situated. It is all of these things and more; it is convenient to neighborhoods and to downtown Cleveland. It is accessible to the entire extremes of the College District. It is in the valley of transportation corridors, both public and private, rail and rubber tire. The campus is located right in the heart of a health, education, and welfare complex. The campus then is a space age campus with course offerings that have mass appeal where people from all neighborhoods in Greater Cleveland can find something for themselves at the Metropolitan Campus.
> (Thornton, 1976, p. 11)

Attitudinal and Psychological Barriers

During the early history of the College, racial isolationism was not a public issue. The early history of the College covers the period from the establishment of the College until the completion of the downtown campus. It was in 1968 that the issues regarding racial non-discrimination began to manifest themselves at the downtown Metropolitan Campus.

It is ironic that the development of the Metropolitan Campus and the Western Campus has produced such dissimilar views relative to the cause and effect of racial isolationism at these

campuses. However, while reviewing the published reports during the early history of the Western Campus development, no mention was made of any concerns pertaining to racial characteristics of the student body enrollment at the Western Campus. This matter only became a public issue in 1972 when a student filed a complaint alleging racial discrimination in employment at the Western Campus (Foster v. CCC-Western, 1972). Before that complaint, the issues regarding racial discrimination were localized at the downtown Metropolitan Campus.

The Metropolitan Campus, unlike many community college campuses, had many active student groups. One such group was the (AFS) Afro-American Society (Commuter, March 1968). This group organized and lobbied for more black revelance in academic programs, faculty, and student body. The College responded to many of the issues through a stronger minority recruitment effort (Project Search, 1970), tutorial and remedial courses, as well as the appointment of many minority faculty members.

In attempting to place the above in the context of Sells' subcultures (Sells, 1974), it was necessary to preface this phenomena, which becomes student unrest, within the context of that period. This period has been referred to as the crisis period, 1969-1971. The period corresponds with the opening of the downtown Metropolitan Campus and within the context of the period of national student unrest (Daedalus, 1970). Although student unrest may be observed in the context of anti-war, i.e., Students for a Democratic Society, and Weathermen-type, all of

whom received national attention, its black advocacy groups were present at Columbia University, Cornell University, South Carolina State College at Orangeburg, South Carolina, and Jackson State College at Jackson, Mississippi.

Here at Cuyahoga Community College's Metropolitan Campus, a crisis of events precipitated by the advocates manifested itself during that period. The students virtually paralyzed campus operations in order to increase the College's commitment to black concerns. The students followed the traditional pattern by issuing a list of demands to the administration (Black Demands, April 1971). These demands were responded to by the administration and were implemented through a series of task forces created by the campus administration. The task forces were interracial and had black student representation. The U.S. Justice Department Office of Community Relations assigned two staff persons, an interracial team, to the task forces to help to dispell intergroup distrust during the implementation of solutions to those concerns.

Overcoming Barriers

The above phenomena contain the elements of Lucy Sells' subcultures; the advocates (AFS), the perceived opposers (campus administration), and the enforcers (the task forces and the U.S. Justice Department). However, in analyzing these subcultures, it will be noted that the emotional concerns were more perceptual than real, for the administration was not opposed to the desegregation process. The opposition stemmed from the phenomena of

student unrest and the negotiation with that provocative group outside of the traditional college governance system. The College's administration negotiation team sought to return those issues raised by the black students back to the campus traditional committee structure. Therefore, though the College Administration was perceived as the opposer, in reality the College Administration was the enforcer through its campus task forces. The U.S. Justice Department served as a consultant to the College in order to help resolve intergroup mistrust at the Metropolitan Campus.

The Eastern Campus

During the academic year 1974-1975, CCC's Board of Trustees commissioned Tadlock and Associates to update the District's educational Master Plan. Included in their charge was a re-examination of the needs for a permanent Eastern Campus. Previously, the ADL had recommended to the College through its Eastern Campus Site Study the establishment of this third campus. CCC had built an interim Eastern Campus in September 1971.

The Tadlock Report explored the issues of steady state enrollment at the College and declining demographic growth in Cuyahoga County, thus posing the question of the impact of the steady state phenomena upon facilities. This question also had far reaching implications on the future fiscal resources of the College.

The Tadlock Master Plan was a participatory plan, and as such, incorporated the essence of community-based education.

The involvement of the community in the decision-making process, a process that Tadlock referred to as a charette, helped to broaden the issues and thereby force through a many-faceted approach to the resolution of the question. Participating in the charette were various leaders of the community, in education, in business, in industry, governmental officials, and ordinary citizens. These community leaders did broaden the question of the adequacy and the appropriateness of the establishment of a permanent Eastern Campus. Their discussions included the community's perception of the racial characteristics of the several campuses. The chairman of the Cleveland Commission on Higher Education felt that many people in the community "perceived Metropolitan as black; Western as white; and Eastern as gray" (Caulkins, 1975). The charette was the first public forum wherein some of the public's perception of campuses concerning race was discussed. The community leaders participating in the charette resolved that the Eastern Campus should be constructed.

In updating the Master Plan, the two-day intensive planning charette produced a mission statement for the College. The mission statement of CCC reads:

> to provide low cost, quality, lifelong educational opportunities accessible with a minimum of barriers to all, and to assume leadership in a metropolitan, multi-racial setting for meeting the changing needs and improving the quality of life for the individual and the community. (Master Plan: Progress and Prospects, 1976-1981, p. 7)

Thus, the charette, that consisted of more than 100 representatives of the community, the Board, faculty, students, staff,

and administrators, placed the intent of Title VI into the mission of the institution and community-based education (Yarrington, 1973) became official at Cuyahoga Community College. Figure 1 indicates the locations of Cuyahoga Community College's three permanent campuses and the corridors servicing those three campuses.

CCC's Construction of Campuses Under Compliance Regulations

The years of 1967 and 1968 were years of crisis in construction contract compliance in Greater Cleveland, Ohio. Three institutions of higher education; Western Reserve University, Cleveland State University, and Cuyahoga Community College; were embarking upon large federally-assisted construction programs. Minorities, through the local chapter of the National Association for the Advancement of Colored People (NAACP), sought to have these institutions held accountable to Executive Order No. 11246 in carrying out their contractural obligations. Newspaper reports highlighted these efforts (The Cleveland Plain Dealer, September 24, 1967); (The Cleveland Press, September 19, 1967); (The Commuter, September 21, 1967). The NAACP appealed to the Secretary of the Department of Health, Education, and Welfare (DHEW) to stop contracts to these institutions unless they gave assurance that minorities would be utilized in all crafts and in all phases of the work during the construction of those projects. Further, the NAACP threatened massive demonstrations with the intent of closing down the projects if the institutions failed to effectuate the intent of the law. The executive secretary of the NAACP said,

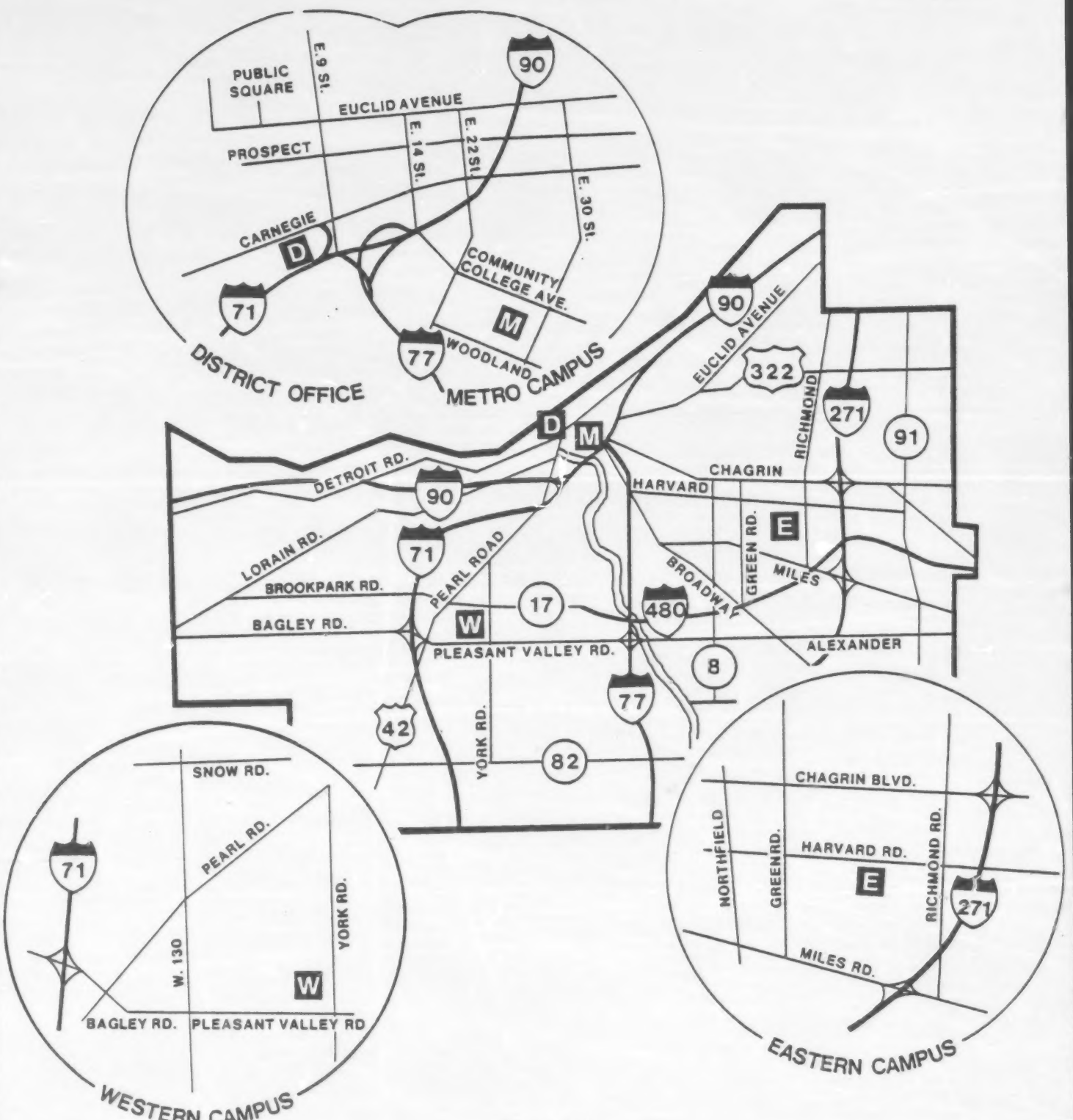

Figure 1

MAP OF CUYAHOGA COUNTY WITH
CCC CAMPUS LOCATIONS AND
SERVICE CORRIDORS

"unless Negroes are employed as prescribed by law, the only thing left for us is a physical confrontation that might lead to serious consequences" (The Cleveland Press, September 19, 1967).

In Greater Cleveland, minorities had been unable to break the color line in skilled craft unions, thus minorities were almost without representation in the building trade unions of Greater Cleveland.

CCC's Board of Trustees responded through the development of an Equal Employment Opportunity Resolution which incorporated a plan of action designed to facilitate affirmative action in the construction activities at the Metropolitan Campus. The College entered into negotiations with the NAACP and the DHEW. With the employment of the College's Equal Employment Director (Commuter, March 14, 1968, p. 1), CCC alleviated the crisis and became a pacesetter in insuring minority participation in all trades and in all phases of the College's construction of the Metropolitan Campus. CCC was able to respond in this forthright manner because of Federal Executive Order No. 11246. Cuyahoga Community College's construction development corresponded with that Executive Order. The College was one of the first community colleges to receive federal funds under the Community College Act.

Executive Order No. 11246, approved by President Lyndon B. Johnson in September 1965, provides that as a condition of obtaining federal contracts, all contractors must sign an agreement not to "discriminate against any employee or applicant for employment because of race, color, religion, or national origin." Non-discrimination on the basis of sex was added to the require-

ments under Executive Order No. 11375, effective October 1968. The Department of Labor is responsible for issuing rules and regulations to carry out the purposes of the Executive Order and to enforce compliance, but it may delegate its compliance enforcement powers to other federal agencies for particular industries or sectors. In its application to colleges and universities, the Order is enforced by the Office for Civil Rights in the Department of Health, Education, and Welfare, but certain types of important final decisions for colleges and universities must be made by the Secretary of Labor, on the recommendation of the Secretary of the DHEW.

Under Revised Order No. 4, issued in December 1971, the Secretary of Labor added a new set of requirements, requiring each federal contractor to develop a written affirmative action program, including numerical goals and timetables for the hiring of women and minority groups in job classifications in which there were deficiencies in their relative representation.

Thus, very early in the College' history, the necessity for construction of permanent College facilities led to concern by the College Board of Trustees and administration with regard to equal employment opportunity in construction. The Board enacted a comprehensive Equal Employment Resolution in 1967. This resolution endorsed the College Administration's internal policies and procedures in the area of affirmative action. The College Chancellor was authorized to employ an Equal Opportunity Officer to coordinate and monitor implementation of Board and Administration policies and procedures.

These initial statements of policies and procedures, the employment of an Equal Opportunity Officer, and the program subsequently developed and implemented, all have served to place Cuyahoga Community College in the forefront of institutions of higher learning and constituted significant progress in this area. The College updated its Board policy on Equal Opportunity/Affirmative Action in construction in 1976 and reaffirmed the policy in 1979. Pursuant to the Board policy on equal employment opportunity in construction, all College facilities have been developed under equal employment guidelines.

The Metropolitan Campus, a 39 million dollar project, utilized minority group representation in all trades and in all phases of construction. Minority group representation was in the 39 percentile of the total workforce. The sizable plastering and lathing contract was awarded to the U.S. Plastering Company, a minority-group-owned company.

Minority group representation at the interim Eastern Campus project consisted of approximately 35 percent of the workforce. In the additions to that campus, minority group representation was maintained at or near 35 percent of the total workforce.

Minority group representation in the construction of the District Administrative Services Building averaged 38 percent. Additional minority-owned construction firms were utilized as subcontractors. The entire brick masonry contract was awarded to a totally black-owned company.

Twenty percent of the trade union workers employed throughout the lifetime of the 29 million dollar Western Campus project

was minority group. A minority architectural firm was part of the consortium that designed the campus and was responsible for the architectural supervision of the total project.

Minorities were utilized in all trades and in all phases of work in the construction of the Metropolitan, District, Western, and Eastern facilities. This process continues in the construction of the permanent Eastern Campus.

Yet, the crisis years in Equal Employment Opportunity construction were anxious times for the community. In returning to that period the actors may be placed in the context of Lucy Sells' subcultures. The advocates were the NAACP, the enforcers were CCC and the DHEW, and the opposers were the contractors and trade unions. In the beginning of the conflict, it would have seemed that the opposers were the College and the DHEW. The DHEW, through its Office for Civil Rights, and CCC, through its federal contract obligations, were determined to carry out the mandates of Executive Order No. 11246, through Revised Order No. 4, whereas the contractors, who became subject to the Order through their contract with the College, felt that their labor force was beyond their control because of union preferential hiring halls. However, a consensus was reached through controlling the contract by appropriate guarantees gained by the College's Equal Employment Officer before construction activities began.

The appropriate guarantees were controlled through a manning table. A manning table was a device whereby each contractor and subcontractor submitted a projected schedule for manning the job by trade and minority utilization percentage.

This manning table was initially approved by the College's EEO Officer and then submitted to the DHEW and the OFCC for their approval. Following the contract compliance approvals, the contractors were notified that their Affirmative Action Programs were acceptable and they could proceed with construction activities.

Each prime contractor and their subcontractors submitted daily EEO Reports to the field architects office for the College's EEO Officer monitoring and reporting to the federal and state compliance agencies.

This process began to receive national attention. Local television stations (WKYC, New on Feb. 3, 1968) and daily newspaper articles reported the College's leadership in contract compliance.

Yet, some contractor's viewed goals and timeframes as "quotas." Others feared that their ability to respond to minority representation in all trades and in all phases of the work was beyond their means. Many contractors pointed to the exclusionary hiring hall agreement that was a part of their contract with the building trade unions. Some contractors stated that trades discriminated against minorities. Pipefitters Local 120 was listed in a full page paid advertisement in the Cleveland Plain Dealer, (July 14, 1968), as a trade union that discriminated against minorities. The advertisement stated:

> Pipefitters Local 120 has failed to give an adequate response to the appeal of their own National Union President. In this they have failed to respond to the needs of the Negro community and the needs of their industry. (Cleveland Plain Dealer, July 14, 1968).

Thus, Executive Order No. 11246 contract compliance that worked so well for phase II of CCC's construction was to become a court test case as the College moved to phase III of construction at the Metropolitan Campus.

Phase III was the Physical Education facilities of the downtown campus. In the awarding of the mechanical phase of that project, the College met an impasse with the lowest bidder. This mechanical contractor, (Reliance Mechanical, Inc.) was the lowest bidder, but refused to make appropriate guarantees in the proposed manning table. The College determined after lengthy negotiations with the mechanical contractor that it had no choice but to move to the second lowest mechanical contractor bidder (Smylie Brothers Inc.). The Smylie Brothers had made appropriate guarantees for the project and was, though not the lowest bidder, considered responsive to Executive Order No. 11246. The College Board of Trustees made the decision to select the second bidder as the responsive contractor to Executive Order No. 11246. Reliance Mechanical's President then sued the College. (Herman R. Weiner; Plaintiff v. Cuyahoga Community College District, 1969) This suit revolved around the mechanical contractor's enforcement perceptions of Executive Order No. 11246. The mechanical contractor argued that:

> The manning table violates the 1964 Civil Rights Act because it would give preferential treatment to Negroes by establishing a quota system on the job (Anthony Mazzolini Contractors sues Cleveland Plain Dealer, June 6, 1969).

The mechanical contractor also stated that Pipefitters Local 120 was the actual violator of minority civil rights.

In a response to these matters, the Court of Common Pleas' (Case No. 861.411, July 12, 1968) Judge Lybarger's opinion ruled:

> The fly in the ointment came when plaintiff put these words over the columns:
>
> Subject to Availability and Referral to Reliance Mechanical Contractors, Inc. of Qualified Journeymen and Apprentices from

Pipefitters Local No. 120. (Plaintiff Exhibit 17-VII)

> That poisoned the very purpose of the Civil Rights Act of 1964, Title VII, "Equal Employment Opportunity." Later, other forms of wording were tried, but were also rejected. Under the law statutes the College was bound by the provisions of the law. Clearly the federal government was bound to enforce equal employment by the College. The College had to follow directives and reject Reliance's bid because Reliance had equivocated and tried to pass the buck to Pipefitters Local No. 120 (Weiner v. CCC District, Case No. 861.411, July 12, 1968, p. 7).

This case was mentioned as an historic precedent shattering case:

> In Weiner v. Cuyahoga Community College District (1969), for example, the Ohio Supreme Court upheld a lower court decision allowing the Cuyahoga Community College District to reject a less expensive construction bid by a contractor because of the contractor's reluctance to guarantee in its affirmative action plan that blacks would be employed. (Affirmative Action for Blacks in Higher Education, p. 43)

In a recent College document, this historical case was alluded to in this manner:

> The College District was among the first public entities to reject a low bidder because of the bidder's failure to give assurance of non-discrimination practice. The Weiner versus Cuyahoga Community College District court decision established significant new case law in the area of equal opportunity. Succinctly stated, the court decision, which was filed in the Common Pleas Court and was subsequently upheld by the Court of Appeals and the Ohio Supreme Court, held that (1) the College indeed had the right to deny a contract to a low bidder because of the failure of that bidder to give such assurance of non-discriminatory employment by appropriate promises contained in the provisions of a contract and (2) failure of a bidder to give such assurances is a lawful

> ground for rejection of the low bid of such bidder. (Improving the Participation of Minority Business in Supplying Goods and Services, Oct. 1980, p. 1)

In placing the Weiner v. Cuyahoga Community College court decision in the context of Lucy Sells' subcultures, the perceptual problems of the contending forces may be observed. The advocates, CCC's Board of Trustees and the federal government compliance agencies, sought to hold contractors accountable to Executive Order No. 11246 through the bid documents that contained an assurance of compliance with appropriate affirmative action goals and timeframes that included minorities in the workforce. The opposers, Reliance Mechanical Inc., felt that goals were quotas and violated Title VII of the Civil Rights Act, that Pipefitters Local No. 120 really controlled the manpower utilization and was practicing discrimination of minorities, and that a public body was bound to accept the lowest bid. Judge Lybarger reconciled the differences of the opposing parties in the historic Weiner v. CCC court case. These contradictions, perceptions, and attitudes concerning Executive Order No. 11246 were further clarified through the Court of Appeals and the Ohio Supreme Court, the enforcers.

PROGRAMS

Introduction

The analysis of the descriptive data collected from the Department of Institutional Research is presented in this section of the findings. The data describe the student composition on a yearly basis from 1972 to the report year, 1979-1980. The data are arranged in an order to best describe the success of the College at attracting students as a college. A graph is presented displaying the trend on a yearly basis from 1972 to the report year 1979-1980 of the percentage of minority students enrolled. A graph is presented to display the percentage of females enrolled, and a graph is presented to indicate the percentage of students on the basis of age that have been enrolled at the College.

The data are then organized on a campus basis, Metropolitan; Eastern; and Western, in order to describe the number and percentage of students enrolled from 1972 up until 1979. These data are organized by equal opportunity groupings to conform with the definition of affected classes. The affected classes are Black Americans, Hispanics, Asian or Pacific Islanders, and American Indians. White Americans are listed as white non-Hispanics.

Following the statistical description of students, the findings identify the specific course offerings by title that are taught at all three campuses, course offerings that are taught at two campuses, and single-campus program offerings that are taught at the identified campuses.

Data were then tabulated to describe the number of students by race and sex group who were enrolled in those specified programs up

to the report year 1979-1980. Further data were tabulated indicating the courses that had the least attraction to minority and female students. The data for minority students were organized and arranged on a campus by campus basis and then summarized. The data for females were arranged on an all-campus basis.

Following the statistical description of minority and female students by college campus and by program, there is an evaluation of pertinent documents as identified in the procedures from a Title VI perspective in order to determine efforts made by the College to insure and enhance racial and sex group diversity. The findings will identify the dynamics and phenomena of the subcultures and their influence upon programs at Cuyahoga Community College.

Student Characteristics

Minority students were an important component of the student characteristics from the College's inception. The "miracle on 14th street" also included minority students. Thus, from the opening of the College to the present, minority students have enrolled, matriculated, and graduated from the College. During this period of development, the College was a single-campus institution with temporary quarters and few career programs. It was not until 1969 that minority students began to constitute a significant proportion of CCC's student characteristics. Minority students proportionately constituted 10 to 15 percent of the Metropolitan Campus' student body. In 1969, the minority student percentage of Metropolitan Campus' total enrollment was estimated at 19. The enrollment growth has continued, and when, in 1971, the College began to include race and sex group charact-

eristics in its Enrollment Statistics Reports for the entire College, minorities represented a sizeable proportion of that growth.

Figure 2 shows a graph of CCC's Student Body Composition by race. sex, and age compiled from Enrollment Statistics from the report years 1972 through 1979. The graph indicates the heterogeneous growth in student characteristics at Cuyahoga Community College by race, sex, and age. Herein is a growth spurt of minority students that corresponds with the national trend of minority students registered in two-year colleges.

It may be argued that Title IX of the Higher Education Act of 1972 produced the impetus to increase female participation in higher education. On a national basis, women now constituted 51 percent of the student enrollment in higher education (The Condition of Education, 1978, p. 117). CCC female student population had increased from 43 percent in 1971 to 62 percent in 1979.

The graph also highlights the phenomenal change at CCC from just traditional age college students to the non-traditional student composition. The average age of a CCC student had increased from 25 years in 1971 to 28 years in 1979.

These statistics are indicative of a continuing trend in student characteristics that has been referred to as an egalitarian revolution in student characteristics by Patricia Cross (1976). CCC's student characteristics, as Figure 2 indicates, is a prototype of this phenomenon.

Tables 2, 3, and 4 are statistical tables on student enrollment by selected characteristics at the three campuses (Metropolitan, Western, and Eastern) for the Fall of 1972 through the Fall of 1979.

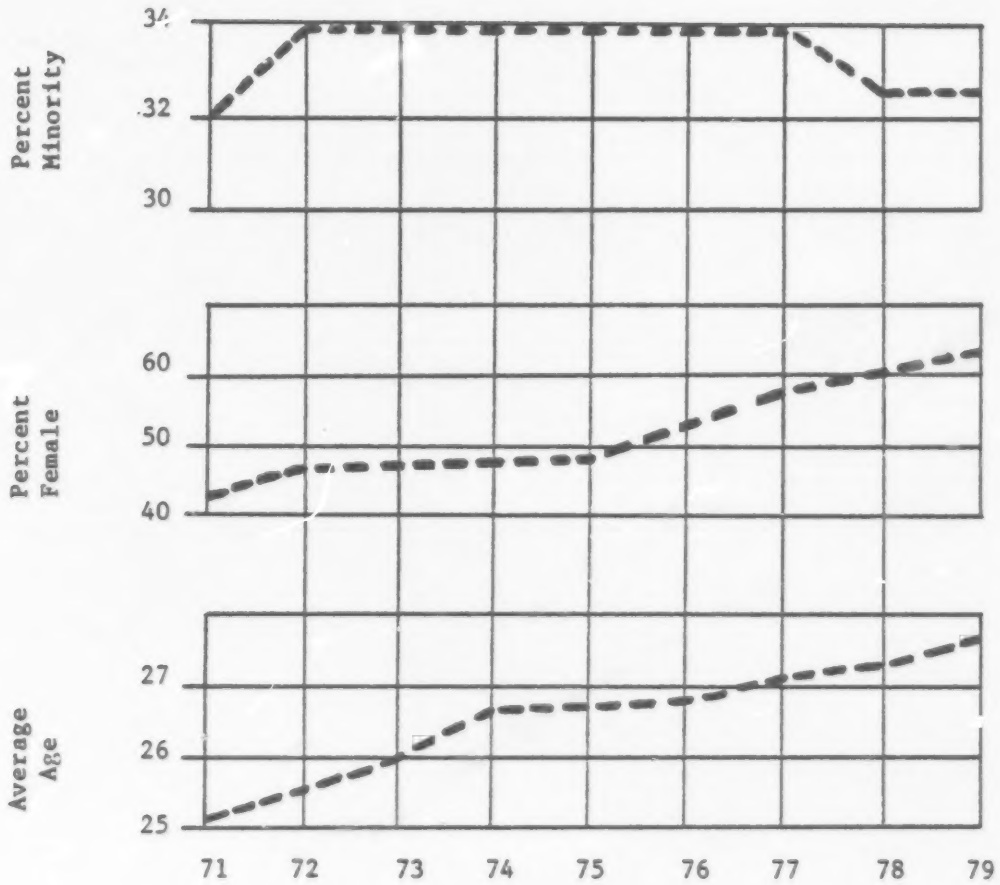

Figure 2

CCC STUDENT BODY
COMPOSITION
AS OF 1979

Tables 2, 3, and 4 are statistical tables on student enrollment by selected characteristics at the three campuses (Metropolitan, Western, and Eastern) for Fall 1972 through Fall 1979. Table 2, Student Enrollment by Selected Characteristics for Fall 1972 Through Fall 1979, Metropolitan Campus, indicates that the phenomena of steady state enrollment has impacted upon Metropolitan Campus since 1972. In 1972 the campus' total enrollment was 10,587 and in 1979 the total enrollment was 9,755 indicating a net loss of 832 students. Although minority students have statistically increased to 66 percent from 56 percent in 1972, indicating a statistical gain of 10 percent, minority student enrollment numbered 5,860 in 1972. The number of minority students enrolled in 1979 was 6,435, an increase of 575 students. White student enrollment declined 10 percent falling from 4,657 in 1972 to 3,320 in 1979. This figure indicates that the Metropolitan Campus lost 1,337 white students during that period.

Table 3, Student Enrollment by Selected Characteristics for Fall 1972 Through Fall 1979, Western Campus, focuses upon the Western Campus' student characteristics by race from 1972 through Fall 1979. The statistics indicate that steady state enrollment was not present at the Western Campus. Student enrollment at the Western Campus increased from 7,037 in 1972 to 11,794 in 1979, an increase of 4,657 students. Minority students comprised 4 percent of the 1972 student population numbering at that time 335. Minorities in 1979 comprised 3 percent of the Western Campus population, down one percent from 1972. However, the minority student headcount in 1979 was 441.

Table 2

STUDENT ENROLLMENTS BY SELECTED CHARACTERISTICS
FOR FALL 1972 THROUGH FALL 1979

METROPOLITAN CAMPUS

	BLACK NON-HISPANIC		HISPANIC		ASIAN OR PACIFIC ISLANDER		AMERICAN INDIAN		WHITE NON-HISPANIC		
Year	No.	%	No.	%	No.	%	No.	%	No.	%	Total
1979	6024	62	200	2	165	2	46	-	3320	34	9755
1978	5761	59	188	2	122	1	37	-	3503	36	9706
1977	6895	63	208	2	84	1	51	-	3708	34	10992
1976	6966	60	170	1	70	1	58	-	3882	33	11619
1975	7049	58	191	1	82	1	60	-	4488	37	12236
1974	5599	53	216	2	69	1	40	-	4211	40	10402
1973	5872	56	93	1	14	-	30	-	4378	42	10461
1972	5504	52	321	3	25	1	30	-	4657	44	10587

Table 3

STUDENT ENROLLMENTS BY SELECTED CHARACTERISTICS
FOR FALL 1972 THROUGH FALL 1979

WESTERN CAMPUS

	BLACK NON-HISPANIC		HISPANIC		ASIAN OR PACIFIC ISLANDER		AMERICAN INDIAN		WHITE NON-HISPANIC		
Year	No.	%	No.	%	No.	%	No.	%	No.	%	Total
1979	160	1	133	1	104	1	44	-	11353	96	11794
1978	167	1	113	1	87	1	25	-	11158	96	11595
1977	155	1	77	1	62	-	26	-	11489	97	11839
1976	149	1	84	1	43	-	25	-	11293	96	11812
1975	174	2	76	1	38	-	26	-	10403	96	10844
1974	147	2	75	1	43	-	26	-	7806	94	8317
1973	112	1	74	1	3	-	41	-	7401	96	7694
1972	93	1	188	3	22	-	32	-	6702	95	7037

The minority student headcount increased by 106. Another interesting statistic is that Western Campus' minority population was equally distributed between Black Americans, Hispanics, and Asians.

Table 4, Student Enrollments by Selected Characteristics for Fall 1972 Through Fall 1979, Eastern Campus, focused upon the fact that Eastern Campus did not experience the steady state phenomena from 1972 through Fall 1979. The enrollment had increased from the 1972 low of 2,309 to the 1976 high of 4,669 to the 1979 total of 4,436. The Eastern Campus enrollment had almost doubled. The minority enrollment during that period had steadily increased from 21 percent in 1972 to 37 percent in 1979. In headcount, minorities numbered 483 in 1972 and in 1979 minorities numbered 1,673, a total headcount increase of 1,190. The white student population in 1972 was 1,826 and in 1979 the white student headcount was 2,763, an increase of 937.

Table 4

STUDENT ENROLLMENTS BY SELECTED CHARACTERISTICS
FOR FALL 1972 THROUGH FALL 1979

EASTERN CAMPUS

	BLACK NON-HISPANIC		HISPANIC		ASIAN OR PACIFIC ISLANDER		AMERICAN INDIAN		WHITE NON-HISPANIC		
Year	No.	%	No.	%	No.	%	No.	%	No.	%	Total
1979	1601	36	18	-	40	1	14	-	2763	62	4436
1978	1649	38	17	-	21	-	14	-	2570	60	4293
1977	1626	35	23	-	17	-	6	-	2958	64	4643
1976	1725	37	16	-	15	-	9	-	2836	61	4669
1975	1460	33	22	-	7	-	13	-	2807	63	4417
1974	1288	35	35	1	10	-	12	-	2268	61	3697
1973	957	32	6	-	0	-	12	-	2035	67	3022
1972	479	21	2	-	2	-	0	-	1826	79	2309

Career Program Offerings

Tables 5, 6, 7, 8, and 9 are listings of the Major Educational Services provided by Cuyahoga Community College. These tables were compiled from Cuyahoga Community College's Catalogue 1977-1978, pages 124-234. The 1977-1978 CCC Catalogue course offerings were listed because that year's catalogue indicated multiple-campus course offerings as well as single-campus course offerings. The most recent catalogue does not list separate campus offerings. The 1977-1978 school year was also the last year in which the Nursing Education Program was administered separately at the Metropolitan and Western Campuses.

Table 5 shows Career Program offerings at all campuses (Metropolitan, Western, and Eastern). Table 6 shows Career Programs offered at two campuses (Metropolitan and Western). Table 7 shows Career Programs offered only at the Metropolitan Campus. It may also be inferred from Table 7 that the Metropolitan Campus is the District's flagship campus. Table 8 shows Career Programs offered only at the Western Campus, and Table 9 shows Career Programs offered only at the Eastern Campus.

Table 5

PROGRAMS OFFERED AT ALL CAMPUSES

METROPOLITAN - WESTERN - EASTERN

Business
- Accounting
- Banking and Finance
- Business Management
- Small Business Management
- Marketing
- Office Administration
- Purchasing Management
- Real Estate

Early Childhood Education

Law Enforcement

Table 6

PROGRAMS OFFERED AT TWO CAMPUSES

METROPOLITAN - WESTERN

Business
Data Processing
Transportation
Nursing

Table 7

PROGRAMS OFFERED AT ONE CAMPUS

METROPOLITAN

Architectural and Construction Engineering Technology
Business
Hospitality Management
Culinary Art
Hotel-Motel Management
Housekeeping Management
Institutional Food Management
Restaurant Management
Production and Inventory Management
Laboratory Assisting
Child Care Technology
Dental Hygiene
Dietetic Technology
Educational Assisting Technology
Electric-Electronic Technology
Fire Technology
Industrial Technology
Library/Media Technology
Mechanical Engineering Technology
Medical Assisting Technology
Medical Laboratory Technology
Medical Records Technology
Occupational Therapist Assisting Technology
Physical Therapist Assisting Technology

Table 8

PROGRAMS OFFERED AT ONE CAMPUS

WESTERN

Aviation Technology
Court and Conference Reporting
Graphic Communications Management and Technology
Physicians Assisting
Physicians Surgical Assisting
Radiologic Technology
Respiratory Therapy (one-year certificate)
Respiratory Therapy Technology

Table 9

PROGRAMS OFFERED AT ONE CAMPUS

EASTERN

Advertising/Communications Technology
Commercial Art
Supermarket Management
Drafting and Design-Illustration
Dental Laboratory Technology
Interior Design
Micro-Precision Technology
Opthalmic Dispensing Technology
Optical Mechanics (one-year certificate)
Watch Repair (one-year certificate)

Enrollment of Students by Programs

The College's Department of Educational Research has prepared several statistical reports of students by race and sex group enrolled in career programs at the three campuses. These reports, (Minority and Sex Group Representation at Cuyahoga Community College, 1978-1979); (Vocational Education Civil Rights Survey, Fall 1979); and (Majors Declared by Students, Fall 1979), indicate the attraction of minorities to the career programs at the various campuses. The statistics also are indicators of the magnetic attraction of career programs that supercede proximity. These phenomena of magnet campuses and magnet programs ideally allow for intergroup education. The attached tables indicate the success the College is having with magnet campuses and magnet programs.

Majors Declared by Students

The following tables titled, Majors Declared by Students, were compiled through the Office of Educational Research (Minority and Sex Group Representation at Cuyahoga Community College, 1978-1979). The tables are numbered 10 through 19. Tables 10 through 15 are listings of the ten programs in which minorities have declared majors. The tables are organized for minorities by campus and each campus has two tables. The lead table is a listing of the ten programs with the highest percent of minorities declaring majors in those specified areas. The second campus table is a listing of the ten programs with the lowest percentage of minorities declaring majors in those specified areas. Then there are minority declared major summary tables. The summary tables are numbered 16 and 17. Table 16 shows the ten programs for all campuses with the

highest percent of minorities in those specified areas. Table 17 shows the ten programs for all campuses with the lowest percentage of minorities in those specified areas. Tables 18 and 19 are summary tables of females declaring majors in ten programs. Table 18 shows the ten programs for all campuses with the highest percentage of females in those specified areas. Table 19 shows the ten programs for all campuses with the lowest percentage of females in those specified areas.

Table 10 indicates the majors declared by students enrolled at the Metropolitan Campus with the highest percentage of minorities declaring majors in those specified areas. This table indicates that a high percentage of minorities declared majors in a wide variety of programs. These programs were available at all three campuses. As an example, Radiologic Technology and Physician's Surgical Assisting are offered at the Western Campus, whereas Advertising Communications Technology and Commercial Art are offered at the Eastern Campus, and three programs; Office Administration, Marketing, and Early Childhood Education are offered at all campuses. Medical Assistance, Child Care Technology, and Education Assisting were the three programs offered at the Metropolitan Campus and in which the highest percentage of minority students declared majors. Two programs, Office Administration and Early Childhood Education, are traditional programs, and in those programs minority students numbered 375 indicating a high preference in those areas.

Table 11 shows ten programs with the lowest percentage of minorities enrolled in those specified areas. The ten programs listed are based at the Metropolitan Campus. They are programs that are usually considered non-traditional majors chosen by minorities. The findings seem to suggest

that minority students at the Metropolitan Campus, as a group, are declaring majors in the traditional areas and the fact that proximity as a major influence at the most popular campus seems not to influence those choices.

Table 12 shows the ten programs where minority students have the highest percentage of interest at the Western Campus. The programs are based at the Metropolitan and Western Campuses. The three programs that have the highest percentage of minorities declaring majors are based only at the Western Campus. These programs are Court and Conference Reporting, Respiratory Therapy Technology, and Graphics Communications Management Technology.

Table 13 shows ten programs with the lowest percentage of majors declared by minorities. Minority students enrolled at the Western Campus showed a low percentage preference for programs based at the other two campuses. Table 13 seems to indicate that minorities enrolled at the Western Campus tended to declare majors for Western Campus based programs.

Table 14 shows the ten programs where minority students have the highest percentage of interest at the Eastern Campus. The ten programs listed are programs in which minorities traditionally enroll as well as programs that are considered non-traditional choices of majors of minorities. These majors are based at each of the three campuses.

Table 15 shows the ten programs where minority students have the lowest percentage of declared majors at the Eastern Campus. These programs are based at each of the three campuses. The majors are in traditional programs where minorities nationally do not constitute a significant percentage of enrollment.

Table 16, Majors Declared by Students: Ten Programs With The Highest Percentage of Minorities, indicates that minorities as a group tend to declare majors in the Para-Professions that are offered as majors at the Metropolitan Campus and are in the public service areas.

Table 17, Majors Declared by Students: Ten Programs With The Lowest Percentage of Minorities, indicates that minorities as a group have the lowest percentage of interest in the Para-Professions that are not directly related to public service and are directly tied to the private sector.

Table 18, Majors Declared by Students: Ten Programs With The Highest Percentage Female, indicates that females as a group show a high preference toward majoring in traditional female occupations.

Table 19, Majors Declared by Students: Ten Programs With The Lowest Percentage Female, indicates that females as a group still tend not to major in programs where females traditionally are not employed. This table measures the majors of females at two-year intervals beginning with the year 1975. Also the table tends to suggest that more females are beginning to declare majors in the non-traditional programs.

Table 10

MAJORS DECLARED BY STUDENTS: TEN PROGRAMS
WITH THE HIGHEST PERCENTAGE MINORITY
METROPOLITAN CAMPUS, FALL 1979
(minimum of 10 students)

Program	Total Students	Students of Reported Racial/Ethnic Origin	% Minority of Reported Students
Advertising/Communications Tech	24	16	93.8
Office Administration	340	222	91.4
Radiologic Tech	13	9	88.9
Marketing	58	31	87.1
Physician's Surgical Assisting	24	15	86.7
Medical Assisting	121	77	85.7
Commercial Art	39	28	85.7
Educational Assisting	40	18	83.3
Early Childhood Education	261	153	82.4
Child Care Tech	83	60	81.7

Table 11

MAJORS DECLARED BY STUDENTS: TEN PROGRAMS
WITH THE LOWEST PERCENTAGE MINORITY
METROPOLITAN CAMPUS, FALL 1979
(minimum of 10 students)

Program	Total Students	Students of Reported Racial/Ethnic Origin	% Minority of Reported Students
Fire Tech	61	26	3.8
Dental Hygiene	137	90	27.8
Hospitality Management	199	134	30.6
Mechanical Engineering Tech	148	79	36.7
Library/Media Tech	68	41	39.0
Physical Therapy Assisting Tech	110	77	40.3
Real Estate	245	150	43.3
Electrical/Electronic Engineering Tech	397	252	44.0
Occupational Therapy Assisting	67	49	44.9
Architectural and Construction Engineering Tech	123	72	51.4

Table 12

MAJORS DECLARED BY STUDENTS: TEN PROGRAMS
WITH THE HIGHEST PERCENTAGE MINORITY
WESTERN CAMPUS, FALL 1979
(minimum of 10 students)

Program	Total Students	Students of Reported Racial/Ethnic Origin	% Minority of Reported Students
Court and Conference Reporting	163	129	20.9
Physician's Surgical Assisting	73	59	15.3
Radiologic Tech	34	28	14.3
Drafting and Design Tech	26	26	11.5
Respiratory Therapy Tech	135	93	10.8
Library/Media Tech	15	10	10.0
Graphics/Communications Management Tech	132	93	9.7
Dietetic Tech	28	21	9.5
Medical Record Tech	32	24	8.3
Mental Health Tech	44	26	7.7

Table 13

MAJORS DECLARED BY STUDENTS: TEN PROGRAMS
WITH THE LOWEST PERCENTAGE MINORITY
WESTERN CAMPUS, FALL 1979
(minimum of 10 students)

Program	Total Students	Students of Reported Racial/Ethnic Origin	% Minority of Reported Students
Dental Hygiene	52	42	0.0
Medical Laboratory Tech	32	24	0.0
Child Care Tech	27	18	0.0
Hospitality Management	16	12	0.0
Fire Tech	19	12	0.0
Educational Media	13	11	0.0
Purchasing Management	15	9	0.0
Unspecified Major	466	8	0.0
Law Enforcement	357	250	1.6
Transportation	70	56	1.8

Table 14

MAJORS DECLARED BY STUDENTS: TEN PROGRAMS
WITH THE HIGHEST PERCENTAGE MINORITY
EASTERN CAMPUS, FALL 1979
(minimum of 10 students)

Program	Total Students	Students of Reported Racial/Ethnic Origin	% Minority of Reported Students
Court and Conference Reporting	11	10	80.0
Data Processing	81	55	61.8
Registered Nursing	69	42	54.8
Office Administration	140	105	52.4
Education	55	37	51.4
Architectural and Construction Engineering Tech	15	10	50.0
Medical Record Tech	17	10	50.0
Physical Therapy Assisting Tech	12	6	50.0
Occupational Therapy Assisting	10	8	50.0
Early Childhood Education	74	39	48.7

Table 15

MAJORS DECLARED BY STUDENTS: TEN PROGRAMS
WITH THE LOWEST PERCENTAGE MINORITY
EASTERN CAMPUS, FALL 1979
(minimum of 10 students)

Program	Total Students	Students of Reported Racial/Ethnic Origin	% Minority of Reported Students
Mental Health Tech	15	13	15.4
Micro-Precision Tech	29	25	16.0
Dental Hygiene	13	11	18.2
Real Estate	253	186	18.3
Banking and Finance	30	18	22.2
Engineering	46	31	22.6
Mechanical Engineering Tech	14	8	25.0
Law Enforcement	63	42	26.2
Marketing	31	19	26.3
Dental Laboratory Tech	41	32	28.1

Table 16

MAJORS DECLARED BY STUDENTS: TEN PROGRAMS
WITH THE HIGHEST PERCENTAGE MINORITY
ALL CAMPUSES, FALL 1979
(minimum of 10 students)

Program	Total Students	Students of Reported Racial/Ethnic Origin	% Minority of Reported Students
Educational Assisting Tech	50	26	69.2
Unspecified Major	1,061	87	65.5
Advertising/Communications Tech	37	25	64.0
Child Care Tech	118	83	63.9
Dietetic Tech	155	107	61.7
Educational Media	77	52	61.5
Mental Health Tech	241	143	59.4
Medical Record Tech	164	108	57.4
Medical Laboratory Tech	157	106	55.7
Medical Assisting	217	139	54.7

Table 17

MAJORS DECLARED BY STUDENTS: TEN PROGRAMS
WITH THE LOWEST PERCENTAGE MINORITY
ALL CAMPUSES, FALL 1977
(minimum of 10 students)

Program	Total Students	Students of Reported Racial/Ethnic Origin	% Minority of Reported Students
Fire Tech	82	80	2.5
Aviation Tech	134	99	12.1
Real Estate	1,048	712	15.0
Micro-Precision Tech	38	33	18.2
Dental Hygiene	202	143	18.9
Physician's Assisting	92	66	19.7
Graphics/Communications Management Tech	163	117	19.7
Mechanical/Engineering Tech	262	146	23.3
Respiratory Therapy Tech	173	120	24.2
Marketing	224	135	25.2

Table 18

MAJORS DECLARED BY STUDENTS: TEN PROGRAMS
WITH THE HIGHEST PERCENTAGE FEMALE
ALL CAMPUSES, FALL 1979
(minimum of 10 students)

Program	1979 % Female	1977 % Female	1975 % Female
Office Administration	98.6	96.8	95.8
Child Care Tech	96.6	79.0	89.8
Registered Nursing	95.5	95.2	93.3
Dental Hygiene	95.5	90.5	96.3
Early Childhood Education	94.8	93.6	94.0
Court and Conference Reporting	94.6	88.1	73.3
Library/Media Tech	93.6	89.8	90.2
Dietetic Tech	92.7	89.9	92.7
Medical Record Tech	92.7	89.0	95.7
Medical Assisting	89.9	86.3	91.3

Table 19

MAJORS DECLARED BY STUDENTS: TEN PROGRAMS
WITH THE LOWEST PERCENTAGE FEMALE
ALL CAMPUS, FALL 1979
(minimum of 10 students)

Program	1979 % Female	1977 % Female	1975 % Female
Fire Tech	0.0	1.1	0.0
Electrical/Electronic Engineering Tech	3.1	1.9	2.0
Mechanical Engineering Tech	3.4	3.2	3.4
Engineering	6.6	5.2	5.4
Aviation Tech	10.4	7.0	0.0
Architectural and Construction Engineering Tech	10.5	8.2	7.1
Industrial Management	13.6	6.2	4.8
Industrial Tech	16.7	9.5	9.9
Law Enforcement	30.2	21.2	13.6
Drafting and Design Tech	30.5	31.3	--

The ADL Study's Emphasis on Magnet Programs

In perusing documents to determine the College's emphasis on magnet campuses and magnet programs, the ADL Study is perhaps the most insightful document. In curriculum development the ADL Study stated that:

> The College should consider the development of curricula in the following areas: (1) graphic arts, (2) commercial art, (3) radio and television (communication media) production technology, (4) home health aide, (5) creative writing--journalism, (6) child care aide, (7) automotive technology, and (8) ornamental horticulture-landscaping-nursery-floriculture technology. Further exploration should be made in the areas of banking, cosmetology, teacher aide, nuclear medical technology, physical therapy assistant, foods preparation and management, airport traffic control, petroleum management and marketing, sewage plant attendant, personnel management, engineering production supervision and technology, and service industry supervision. (ADL Study, p. 8)

The ADL Study viewed curriculum development in career programs as magnet programs. Transportation availability is one significant barrier to implementation of the magnet campus concept which it pointed out was to be significantly reduced in the following quote:

> when the present plan for road construction has been implemented, it will be possible to traverse quickly from any point to another... (ADL Study, p. 1)

With that concept in focus, ADL recommended that the College "should now begin to consider the relocation of some programs currently offered only on the Metropolitan Campus to other campuses as part of the planning for new facility development" (ADL Study, p. 100). Specifically, the ADL Study recommended that each campus have career specializations best suited to their locations. The ADL Study states:

> The Board of Trustees could plan on three campuses among which would be distributed various programs so each would have some common programs with specializations best suited to their location. For example, a curriculum in ornamental horticulture-nursery-landscaping-floriculture might most appropriately be located on an Eastern campus, whereas a program in automotive technology might best be planned on the Western campus. (ADL Study, pp. 98-99)

As mentioned earlier, magnet campuses and magnet programs as predicated in the ADL Study involved a close interfacing of dynamics that were not completely in the control of the College. These dynamics were cited as public highway construction, public low-cost regional transportation, and the simultaneous construction of the Eastern and Western Campuses. The ADL recommendations were dependent upon those factors operationalized and congruent within a specified timeframe. Although there was a time lag, the essence of the **magnet campus and magnet program** concepts was adopted by the Board of Trustees. These concepts are yet being implemented.

Campuses Recruitment

Following the student unrest period at the Metropolitan Campus, a campus task force was commissioned and charged with the responsibility of identifying career programs with a low minority participation and effectuating a plan of recruitment of minorities for those programs. The programs identified in 1972 were Nursing Education, Dental Hygiene technology, and the Engineering Technology Programs. The Metropolitan Campus task force worked to include minorities on the career advisory committees of those programs and recruit minority students interested in the health technology and engineering technology fields.

The Western Campus has attempted to highlight its career programs as well as its total academic program. The campus has combined its recruitment efforts with the admission recruiters from the Metropolitan and Eastern Campuses and participated in Collegewide recruitment programs. The campus has recruited minority athletes for intercollegiate varsity programs and music activities. The recruitment career brochures stress Title VI and often have interracial and female photographs as part of the focus.

Eastern Campus began early to inform organizations of its opening. The campus administration informed the public, including nearby minority settlement houses, churches, and schools, of its programs. The campus, as an interim campus, still is developing its career programs, however, minority and female interest is quite strong.

Enrollment by Program Major, Race, and Sex

The above information was a brief overview of the attention that each campus has given to its recruitment of minority and females within its student body composition. The success of Title VI and Title IX is based upon a number of factors. These factors have been cited by John Losak in an article titled, "How Do We Measure Achievement of Equal Access/Equal Opportunity in Higher Education?" (Losak, July, 1978) as "effort." Effort is a technique that Losak defines as "an attempt to assess the intention and the processes by which this intention has been implemented." (Losak, p. 2) In this regard the good faith effort of the institution should be measured against the proportional number of minorities and females enrolled in the programs. Losak defines this technique as "the achievement of equal access/equal opportunity

(EA/EO) as a socio-economic definition. One could say EA/EO has occurred when the composition of students reflects that of a local community" (Losak, p. 2).

Tables 20, 21, 22, and 23 are titled, Enrollment by Program Major, Race, and Sex, Fall 1979. These tables, as presented on pages 99 through 110, were extracted from a special computer run from the Student's Major Information File (SM1 File) for Fall 1979. The data were then organized by the Department of Educational Research into tabular form (Minority and Sex Group Representation at Cuyahoga Community College, pp. 41-51). Tables 20, 21, and 22 show student enrollment by program major, race, and sex group by selected campuses (Metropolitan, Western, and Eastern). Table 23 shows student enrollment by program major, race, and sex at all campuses for Fall 1979. The tables include all majors in alphabetical order with numbers of students declaring majors in each program by race. Race is reported separately as white, black, and other minority. There is a column for students who did not indicate their race. This column is shown as "unknown." The table shows sex group as male and female. The last column on each table totals the number of students declaring majors in those specified areas.

Table 20, Enrollment by Program Major, Race, and Sex, Metropolitan Campus, Fall 1979, indicates that the "good faith efforts" and the "proportional" techniques for measuring equal access at Metropolitan Campus on a program by program major were successful. Minorities were enrolled in each identified program. Females were represented in all programs except Fire Technology.

Table 21, Enrollment by Program Major, Race, and Sex, Western

Campus, Fall 1979, indicates that females were enrolled in all programs except Fire Technology, Industrial Technology, Opthalmic Dispensing, and Wholesaling. Minorities at the Western Campus by declared major were enrolled in 22 majors out of a possible 32.

Table 22, Enrollment by Program Major, Race, and Sex, Eastern Campus, Fall 1979, indicates that females were enrolled in all majors except Aviation Technology, Fire Technology, and Supermarket Management. Minorities were enrolled in majors in every program except Supermarket Management and Physician's Surgical Assisting.

Table 23, Enrollment by Program Major, Race, and Sex, All Campuses, Fall 1979, indicates that females had declared majors in all programs except Fire Technology, Supermarket Management, and Wholesaling. Minorities had declared majors in all programs.

Title VI Institutional Self-Study Recommendations

Cuyahoga Community College's Institutional Self-Study included an examination of the phenomena of magnet campuses and magnet programs. The document was a treatment of these phenomena and their variables. The Title VI Institutional Self-Study arrived at seven postulates and made fourteen recommendations. The postulates and recommendations pertain to equal access/equal opportunity in programs. They are cited here.

Postulates

(1) Proximity of facilities to population is the most important attraction pull when all educational opportunities are equal.

(2) Transportation corridors influence the acceptance of the community in responding to program offerings at a given campus.

Table 20

ENROLLMENT BY PROGRAM MAJOR, RACE AND SEX
METROPOLITAN CAMPUS, FALL 1979

Major	Race				Sex		
	White	Black	Other Minority	Unknown	Male	Female	Total
Arts and Sciences	123	264	32	270	303	386	689
Business Adminis	104	296	12	238	353	297	650
Education	19	56	5	56	22	114	136
Engineering	40	69	15	97	201	20	221
Undecided (University Parallel)	240	458	63	503	525	739	1,264
Other (University Parallel)	59	123	10	94	121	165	286
Accounting	75	197	7	174	178	275	453
Aviation Tech	3	4	0	3	9	1	10
Architectural and Construction Eng Tech	35	36	1	51	109	14	123
Advertising/Communications Tech	1	15	0	8	8	16	24
Banking and Finance	24	32	3	32	41	50	91
Business Management	58	180	13	156	242	165	407
Certified Lab Assisting	3	2	0	2	3	4	7
Child Care Tech	11	49	0	23	3	80	83
Commercial Art	4	22	2	11	18	21	39
Court and Conference Reporting	4	15	0	12	1	30	31
Data Processing	66	213	14	186	210	269	479
Dental Laboratory Tech	1	5	0	1	4	3	7
Drafting and Design Tech	2	4	2	8	12	4	16
Dental Hygiene	65	19	6	47	6	131	137
Dietetic Tech	21	58	2	39	7	113	120
Educational Media	9	28	2	15	30	24	54

Table 20 (Continued)

ENROLLMENT BY PROGRAM MAJOR, RACE AND SEX
METROPOLITAN CAMPUS, FALL 1979

Major	Race				Sex		Total
	White	Black	Other Minority	Unknown	Male	Female	
Electrical/Electronic Engineering Tech	141	101	10	145	382	15	397
Educational Assisting Tech	3	15	0	22	7	33	40
Fire Tech	25	1	0	35	61	0	61
Graphic Communications Management Tech	3	11	0	5	10	9	19
Hospitality Management	93	37	4	65	111	88	199
Interior Design Tech	1	0	3	8	5	7	12
Industrial Management	7	24	1	29	52	9	61
Industrial Tech	4	6	0	18	22	6	28
Respiratory Therapy Tech	4	15	2	6	6	21	27
Law Enforcement	31	87	5	83	124	82	206
Library/Media Tech	25	15	1	27	4	64	68
Marketing	4	24	3	27	28	30	58
Mechanical/Engineering Tech	50	25	4	69	144	4	148
Medical Laboratory Tech	21	53	2	38	19	95	114
Physician's Assisting	7	8	0	7	14	8	22
Medical Assisting	11	62	4	44	14	107	121
Medical Record Tech	19	52	3	41	9	106	115
Mental Health Tech	23	75	6	75	42	137	179
Early Childhood Educ	27	123	3	108	17	244	261
Physical Therapy Assisting Tech	46	30	1	33	27	83	110
Purchasing Management	7	7	1	5	11	9	20

Table 20 (Continued)

ENROLLMENT BY PROGRAM MAJOR, RACE AND SEX
METROPOLITAN CAMPUS, FALL 1979

Major	Race				Sex		Total
	White	Black	Other Minority	Unknown	Male	Female	
Real Estate	85	59	6	95	153	92	245
Registered Nursing	116	252	15	225	33	575	608
Micro-Precision Tech	1	2	0	0	0	3	3
Retailing	0	1	0	1	0	2	2
Occupational Therapy Assisting	27	19	3	18	9	58	67
Salesmanship	0	0	0	2	0	2	2
Radiologic Tech	1	8	0	4	3	10	13
Ophthalmic Dispensing	0	3	0	0	1	2	3
Office Adminis	19	188	15	118	7	333	340
Physician's Surgical Assisting	2	11	2	9	10	14	24
Transportation	7	18	2	19	34	12	46
Undecided (Career Program)	123	268	27	309	249	478	727
Other (Career Program)	94	138	13	164	182	227	409
Unspecified Major	15	50	3	494	289	273	562

Source: Special computer run from the SMI file.

Table 21

ENROLLMENT BY PROGRAM MAJOR, RACE AND SEX
WESTERN CAMPUS, FALL 1979

Major	Race				Sex		
	White	Black	Other Minority	Unknown	Male	Female	Total
Arts and Sciences	541	7	21	245	349	465	814
Business Adminis	616	8	18	260	586	316	902
Education	135	2	2	63	49	153	202
Engineering	154	2	8	82	234	12	246
Undecided (University Parallel)	1,078	5	29	540	691	961	1,652
Other (University Parallel)	243	4	6	86	164	175	339
Accounting	432	2	13	178	199	426	615
Aviation Tech	83	4	2	32	108	13	121
Architectural and Construction Eng Tech	48	0	1	33	76	6	82
Advertising, Communications Tech	6	0	0	3	3	6	9
Banking and Finance	78	0	4	21	39	64	103
Business Management	446	3	6	233	460	228	688
Certified Lab Asstg	1	0	0	0	0	1	1
Child Care Tech	18	0	0	9	1	26	27
Commercial Art	29	1	1	9	14	26	40
Court and Conference Reporting	102	21	6	34	10	153	163
Data Processing	302	4	12	158	252	224	476
Dental Laboratory Tech	4	0	0	1	2	3	5
Drafting and Design Tech	23	1	2	0	19	7	26
Dental Hygiene	42	0	0	10	2	50	52
Dietetic Tech	19	1	1	7	4	24	28
Educational Media	11	0	0	2	5	8	13

Table 21 (Continued)

ENROLLMENT BY PROGRAM MAJOR, RACE AND SEX
WESTERN CAMPUS, FALL 1979

Major	Race				Sex		Total
	White	Black	Other Minority	Unknown	Male	Female	
Electrical/Electronic Engineering Tech	82	0	3	44	127	2	129
Educational Assisting Tech	5	0	0	1	0	6	6
Fire Tech	12	0	0	7	19	0	19
Graphic Communications Management Tech	84	6	3	39	95	37	132
Hospitality Management	12	0	0	4	10	6	16
Interior Design Tech	6	0	0	3	0	9	9
Industrial Management	50	0	4	35	80	9	89
Industrial Tech	5	0	0	4	9	0	9
Respiratory Therapy Tech	83	8	2	42	45	90	135
Law Enforcement	246	2	2	107	266	91	357
Library/Media Tech	9	0	1	5	2	13	15
Marketing	83	0	2	50	73	62	135
Mechanical/Engineering Tech	56	0	3	41	97	3	100
Medical Laboratory Tech	24	0	0	8	4	28	32
Physician's Assisting	46	2	1	17	40	26	66
Medical Assisting	39	0	2	18	4	55	59
Medical Record Tech	22	2	0	8	2	30	32
Mental Health Tech	24	1	1	18	9	35	44
Early Childhood Educ	117	1	2	62	5	177	182
Physical Therapy Assisting Tech	31	0	2	8	10	31	41

Table 21 (Continued)

ENROLLMENT BY PROGRAM MAJOR, RACE AND SEX
WESTERN CAMPUS, FALL 1979

Major	Race				Sex		Total
	White	Black	Other Minority	Unknown	Male	Female	
Purchasing Management	9	0	0	6	11	4	15
Real Estate	368	0	8	174	282	268	550
Registered Nursing	306	5	6	176	18	475	493
Micro-Precision Tech	5	0	0	1	2	4	6
Retailing	2	0	0	1	2	1	3
Occupational Therapy Assisting	14	0	1	6	1	20	21
Salesmanship	1	0	0	1	1	1	2
Radiologic Tech	24	1	3	6	13	21	34
Opthalmic Dispensing	1	0	0	0	1	0	1
Office Adminis	225	2	5	65	3	294	297
Physician's Surgical Assisting	50	7	2	14	34	39	73
Transportation	55	0	1	14	38	32	70
Wholesaling	0	0	1	0	1	0	1
Undecided (Career Program)	781	3	16	381	429	752	1,181
Other (Career Program)	305	6	11	125	179	268	447
Unspecified Major	8	0	0	458	239	227	466

Source: Special computer run from the SM1 file.

Table 22

ENROLLMENT BY PROGRAM MAJOR, RACE AND SEX
EASTERN CAMPUS, FALL 1979

	Race				Sex		
Major	White	Black	Other Minority	Unknown	Male	Female	Total
Arts and Sciences	120	72	5	114	106	205	311
Business Adminis	128	87	5	127	171	176	347
Education	18	18	1	18	9	46	55
Engineering	24	5	2	15	44	2	46
Undecided (University Parallel)	175	106	2	163	159	287	446
Other (University Parallel)	67	33	6	28	44	90	134
Accounting	120	51	7	88	70	196	266
Aviation Tech	1	2	0	0	3	0	3
Architectural and Construction Eng Tech	5	4	1	5	12	3	15
Advertising/Communications Tech	2	1	0	1	2	2	4
Banking and Finance	14	3	1	12	11	19	30
Business Management	89	51	6	83	120	109	229
Child Care Tech	1	4	0	3	0	8	8
Commercial Art	31	19	0	19	28	41	69
Court and Conference Reporting	2	8	0	1	0	11	11
Data Processing	21	31	3	26	34	47	81
Dental Laboratory Tech	23	9	0	9	18	23	41
Drafting and Design Tech	10	5	2	0	10	7	17
Dental Hygiene	9	2	0	2	1	12	13
Dietetic Tech	1	4	0	2	0	7	7
Educational Media	0	2	0	8	5	5	10

Table 22 (Continued)

ENROLLMENT BY PROGRAM MAJOR, RACE AND SEX
EASTERN CAMPUS, FALL 1979

Major	Race				Sex		Total
	White	Black	Other Minority	Unknown	Male	Female	
Electrical/Electronic Engineering Tech	22	13	1	10	45	1	46
Educational Assisting Tech	0	2	1	1	0	4	4
Fire Tech	2	0	0	0	2	0	2
Graphic Communications Management Tech	7	3	0	2	5	7	12
Hospitality Management	4	3	0	4	3	8	11
Interior Design Tech	14	6	1	7	5	23	28
Industrial Management	8	4	0	7	14	5	19
Industrial Tech	1	2	0	2	4	1	5
Respiratory Therapy Tech	4	2	0	5	3	8	11
Law Enforcement	31	9	2	21	47	16	63
Library/Media Tech	2	1	0	8	0	11	11
Marketing	14	4	1	12	17	14	31
Mechanical/Engineering Tech	6	2	0	6	12	2	14
Medical Laboratory Tech	2	4	0	5	0	11	11
Physician's Assisting	0	1	1	2	2	2	4
Medical Assisting	13	8	0	16	4	33	37
Medical Record Tech	5	5	0	7	1	16	17
Mental Health Tech	11	2	0	5	4	14	18
Early Childhood Educ	20	18	1	35	5	69	74
Physical Therapy Assisting Tech	3	3	0	6	0	12	12

Table 22 (Continued)

ENROLLMENT BY PROGRAM MAJOR, RACE AND SEX
EASTERN CAMPUS, FALL 1979

Major	Race				Sex		Total
	White	Black	Other Minority	Unknown	Male	Female	
Purchasing Management	5	3	0	7	7	8	15
Real Estate	152	32	2	67	107	146	253
Registered Nursing	19	22	1	27	2	67	69
Micro-Precision Tech	21	3	1	4	23	6	29
Occupational Therapy Assisting	4	4	0	2	2	8	10
Supermarket Management	3	0	0	0	3	0	3
Radiologic Tech	0	2	0	2	1	3	4
Opthalmic Dispensing	6	2	1	5	10	4	14
Office Adminis	50	52	3	35	1	139	140
Physician's Surgical Assisting	0	0	0	2	1	1	2
Transportation	7	5	0	5	8	9	17
Undecided (Career Program)	439	205	18	463	365	760	1,125
Other (Career Program)	106	51	5	62	76	148	224
Unspecified Major	7	4	0	22	15	18	33

Source: Special computer run from the SM1 file.

Table 23

ENROLLMENT BY PROGRAM MAJOR, RACE AND SEX
ALL CAMPUSES, FALL 1979

Major	Race				Sex		
	White	Black	Other Minority	Unknown	Male	Female	Total
Arts and Sciences	784	343	58	629	758	1,056	1,814
Business Adminis	848	391	35	725	1,100	889	1,989
Education	172	76	8	137	80	313	393
Engineering	218	76	25	194	4789	34	513
Undecided (University Parallel)	1,493	569	94	1,206	1,375	1,987	3,362
Other (University Parallel)	369	160	22	208	329	430	759
Accounting	627	250	27	440	447	897	1,344
Aviation Tech	87	10	2	35	120	14	134
Architectural and Construction Eng Tech	88	40	3	89	197	23	220
Advertising/Communications Tech	9	16	0	12	13	24	37
Banking and Finance	116	35	8	65	91	133	224
Business Management	593	234	25	472	822	502	1,324
Certified Lab Asstg	4	2	0	2	3	5	8
Child Care Tech	30	53	0	35	4	114	118
Commercial Art	64	42	3	39	60	88	148
Court and Conference Reporting	108	44	6	47	11	194	205
Data Processing	389	248	29	370	496	540	1,036
Dental Laboratory Tech	28	14	0	11	24	29	53
Drafting and Design Tech	35	10	6	8	41	18	59
Dental Hygiene	116	21	6	59	9	193	202
Dietetic Tech	41	63	3	48	11	144	144
Educational Media	20	30	2	25	40	37	77

Table 23 (Continued)

ENROLLMENT BY PROGRAM MAJOR, RACE AND SEX
ALL CAMPUSES, FALL 1979

Major	Race				Sex		Total
	White	Black	Other Minority	Unknown	Male	Female	
Electrical/Electronic Engineering Tech	245	114	14	199	554	18	572
Educational Assisting Tech	8	17	1	24	7	43	50
Fire Tech	39	1	0	42	82	0	82
Graphic Communications Management Tech	94	20	3	46	110	53	163
Hospitality Management	109	40	4	73	124	102	220
Interior Design Tech	21	6	4	18	10	39	49
Indusrial Management	65	28	5	71	146	23	169
Industrial Tech	10	8	0	24	35	7	42
Respiratory Therapy Tech	91	25	4	53	54	119	173
Law Enforcement	308	98	9	211	437	189	626
Library/Media Tech	36	16	2	40	6	88	94
Marketing	101	28	6	89	118	106	224
Mechanical/Engineering Tech	112	27	7	116	253	9	262
Medical Laboratory Tech	47	57	2	51	23	134	157
Physician's Assisting	53	11	2	26	56	36	92
Medical Assisting	63	70	6	78	22	195	217
Medical Record Tech	46	59	3	56	12	152	164
Mental Health Tech	58	78	7	98	55	186	241
Early Childhood Educ	164	142	6	205	27	490	517
Physical Therapy Assisting Tech	80	33	3	47	37	126	163

Table 23 (Continued)

ENROLLMENT BY PROGRAM MAJOR, RACE AND SEX
ALL CAMPUSES, FALL 1979

Major	Race				Sex		Total
	White	Black	Other Minority	Unknown	Male	Female	
Purchasing Management	21	10	1	18	29	21	50
Real Estate	605	91	16	336	542	506	1,048
Registered Nursing	441	279	22	428	53	1,117	1,170
Micro-Precision Tech	27	5	1	5	25	13	38
Retailing	2	1	0	2	2	3	5
Occupational Therapy Assisting	45	23	4	26	12	86	98
Salesmanship	1	0	0	3	1	3	4
Supermarket Management	3	0	0	0	3	0	3
Radiologic Tech	25	11	3	12	17	34	51
Opthalmic Dispensing	7	5	1	5	12	6	18
Office Adminis	294	242	23	218	11	766	777
Physician's Surgical Assisting	52	18	4	25	45	54	99
Transportation	69	23	3	38	80	53	133
Wholesaling	0	0	1	0	1	0	1
Undecided (Career Program)	1,343	476	61	1,153	1,043	1,990	3,033
Other (Career Program)	505	195	29	351	437	643	1,080
Unspecified Major	30	54	3	974	543	518	1,061

Source: Special computer run from the SM1 file.

(3) Duplication of program offerings is unnecessary when transportation corridors including mass public transportation are available.

(4) Equal employment opportunities are possible at all campuses only when facilities near minorities are not in equal competition with more distant facilities for minority talent.

(5) Mass efficient public transportation reasonably priced can overcome proximity for students of low income families in their electives.

(6) Distance and psychological barriers can be overcome at a given campus for a common purpose.

(7) Each campus is unique. Their governance models are a by-product of the campuses experience and their clients lifestyles.

From the postulates were developed the following recommendations.

Recommendations

(1) High visibility and accessibility are part and parcel of recruitment.

(2) Post highway signs and guides to the Metropolitan, Eastern, and Western Campuses.

(3) Project Search Office should become more visible so that all people in the neighborhood will know of Project Search.

(4) Cuyahoga Community College should be the dominant masthead or logo for all publicity of Project Search.

(5) Single-campus course offerings should be placed in the catalogue and advertised as districtwide course offerings.

(6) Recruitment of personnel should be non-competitive between campuses.

(7) Highlight with advertisement the transportation corridors to get to the campuses.

(8) Recruitment of females for non-traditional female programs.

(9) Understand the mood of the campuses, their assets, and their limitations.

(10) Develop inservice programs to educate staff to understand and use themselves on a more realistic base.

(11) Career Programs Advisory Committees should continue to have minority and female representation.

(12) Develop programs that tie into all area high schools in a coordinated college-wide input, such as an all-day high school clinic with a media-type presentation.

(13) Develop a relationship with areawide transit system so that the needs of the College will be included in their planning.

(14) Programming and scheduling collegewide programs should be a top consideration.
(Thornton, 1975, p. 42)

The Implications for Magnet Campuses

The ADL Study and the Institutional Title VI Self-Study placed emphasis upon single-campus or magnet programs. Such programs attract a clientele on the basis of interest from the entire district to any campus offering the course of study. Magnet programs transcend distance and make each campus a collegewide campus. However, there were exponents of campus autonomy who believed each campus had the right to duplicate programs on the basis of a clientele with interest in the programs if they resided within the immediate proximity of their campus. Such exponents received additional comfort when the College was receiving its early accreditation. The concept of magnet programs in a multi-unit district and its significance to Title VI was tested when the North Central Association of Colleges and Secondary Schools Accreditation Review Team evaluated the College's academic programs, not as a single institution, but as a campus by campus system. In 1969, the accreditation review team recommended greater autonomy for each campus. These recommendations, for a short time, tended to give an emphasis to campus rivalry and stronger campus autonomy.

The College, however, did not abandon its single college concept. It maintained its central focus as a one college institution, with a Board of Trustees, and one college Chancellor. The College appointed a curriculum committee with representatives from each campus and it was within that governance structure that the school made curriculum decisions that were recommended to the College's Board of Trustees. Tables 5, 6, 7, 8, and 9 on pages 75 through 79 indicate the current distribution of career programs throughout the College. The wisdom of

the Board of Trustees in adhering to the one college concept was given added credence in 1978-1979 when North Central reviewed the College as a single institution and granted the College accreditation as one college.

In some instances, duplicate career programs can create serious perceptual problems. These perceptual problems may arise out of segregated neighborhood patterns where the population is unevenly distributed on the basis of race in a multi-unit district. The County of Cuyahoga, which is CCC's district, does have some of those demographic characteristics. Those demographic characteristics are reflected in the student profile to a given extent at the College's three campuses. Thus, the College's utilization of magnet programs provides the impetus for a pool of students from every segment of the county and effectuates interracial education. So, when selective program offerings are duplicated, there is a strong possibility that proximity becomes the important magnetic pull for students. Those programs have the possibility of reflecting the racial characteristics of the community in which the campus is located. Whenever these conditions occur, there is a possibility that charges of racial discrimination may be filed.

Such conditions did occur at CCC. In 1973, a civil rights complaint was filed on behalf of minority nursing students by Ronald Foster (Foster v. CCC Nursing Education, 1973). This complaint was investigated by the HEW's Office for Civil Rights on a continuous basis from 1974 until a decision was rendered in December 1978. The complaint alleged discrimination in enrollment, matriculation, and transfers between the

Metropolitan and Western Campuses. The College's EEO Office investigated the complaint and recommended:

> (1) a study of the probability of attrition associated with students combining two very difficult courses within one quarter term;
>
> (2) more intensive and individualized instruction;
>
> (3) the assignment of creative and innovative counselors who possess human relations skills and can impart these attitudes to students; the counselor should also be directive and should intervene for the students;
>
> (4) the College should continue to attract a multi-racial faculty and also attract male faculty members to this nursing department;
>
> (5) the Advisory Committee should have both male and female representation and include minority group representation;
>
> (6) and an inservice training program for the faculty should be implemented to improve methods and manners of instructing an heterogeneous student population. (Thornton, 1974, p. 8)

However, an important aspect relating to the investigation that led up to the findings by the College's EEO Office and the DHEW's Office for Civil Rights was a statistical analysis of attrition and retention. The report states:

> our findings, based upon statistical analysis placed in historical perspective, a review of the literature on attrition and retention of open-door community colleges, and examination of the charges listed by the students and interviews with the nursing instructors, <u>failed to substantiate differential treatment</u> in practice in the nursing program at Cuyahoga Community College's Metropolitan Campus. (Thornton, 1974, p. 8)

The College maintained separate Nursing Education Programs at its downtown Metropolitan Campus and its suburban Western Campus. The Metropolitan Campus Nursing Education Program attracted 40 to 50 percent minority students. The Western Campus Nursing Education Program attracted 98 percent white students and less than 2 percent minority students. High attrition seemingly impacted disproportionately upon minority students enrolled in the Nursing Education Program at the downtown Metropolitan Campus. Minorities also perceived the more selective Nursing Education Program at the Western Campus as exclusionary and discriminatory. Thus, when some minority students at the Metropolitan Campus Department of Nursing Education began to experience academic problems, some students interpreted their academic adjustment problems as racial discrimination in the program and perceived the Western Campus as an all-white department.

These perceptions may have occured because of the historically high attrition that is germaine to open-door community colleges (Knoell and Medsker, 1964); (Webb, 1933); (Iffert, 1957). Iffert's studies indicated that junior college students' attrition rates exceeded the four-year college national average, and even earlier studies such as Webb's indicated a national concern. Thus, the historic national phenomena of high attrition at public two-year colleges, combined with increased numbers of minority students attending the Metropolitan Campus without a significant increase in the minority population at the Western Campus, became a College dilemma.

But what were the facts regarding minority students' academic achievement in the Department of Nursing Education? It is remembered

that prior to 1973, the Metropolitan Campus was statistically considered a non-historical black college (NHBC). The Department of Nursing Education was established in 1964 and the characteristics of its students reflected those of the College. However, in 1973 the Metropolitan Campus became statistically identified as a newer predominantly black college (NPBC) and the Department of Nursing Education's student body composition reflected that phenomena. It was then possible to statistically measure minority students success by grade point average (GPA) from 1964 to 1973. These NHBC minority nursing students were then academically compared with the NPBC minority group nursing students enrolled in the Department of Nursing Education at the Metropolitan Campus after 1973. These data were obtained from the archives of the Office of Equal Opportunity (1979) and are presented in Table 24 as, A Comparison of Minority Nursing Students During the NHBC Years With Minority Nursing Students During the NPBC Years by Comparable Courses.

The findings were that in the statistical comparison of nursing students enrolled during the NPBC years by comparable courses with NHBC students, the NPBC students achieved a statistically significant higher grade point average in the comparable courses (101) - (121) and (205) - (221). There was no statistically significant difference between the NPBC nursing students and the NHBC nursing students in the other four comparable courses. The t-test was utilized at a significant level of 0.05.

This statistical comparison of nursing students enrolled during the NPBC years by comparable courses with NHBC nursing students reveals

that there was measurable academic achievement among the increased numbers of high risk students in the Metropolitan Campus Nursing Education Program.

Table 24

COMPARISON OF MINORITY NURSING STUDENTS DURING THE NHBC YEARS WITH MINORITY NURSING STUDENTS DURING THE NPBC YEARS BY COMPARABLE COURSES

NON-HISTORICAL BLACK COLLEGE YEARS				NEWER PREDOMINANTLY BLACK COLLEGE YEARS				
Course	No.	Mean	Standard Deviation	Course	No.	Mean	Standard Deviation	t-test
101	112	2.47	.654	121	135	2.82	.739	3.87*
102	140	2.2	.719	122	110	2.30	.583	1.28
103	164	1.96	.688	123	91	1.95	.824	.072
205	160	2.04	.615	221	68	2.38	.619	3.77*
203	100	2.37	.541	222	78	2.44	.762	1.01
204	150	2.38	.661	223	34	2.17	.381	2.17

*Significant at .05 level

Lucy Sells' Subcultures

In the context of Sells' subcultures we may review the issues surrounding campus autonomy versus collegewide or magnet programs. Campus autonomy and intercampus rivalry were issues that gained impetus during the early accreditation of the College. The North Central Association in 1971 accredited the College on a campus by campus basis and in the process recommended that each campus play a larger role in the development of its curriculum. Some campus personnel felt strongly that those recommendations by the North Central should be implemented on the basis of the boundary concept. This focus was in direct opposition to the ADL Study and Title VI recommendations. The focus also mitigated against the Board of Trustees' purpose. The College Board of Trustees reaffirmed its one-college concept and developed and distributed programs through the Collegewide curriculum committee. This committee made recommendations to the Board of Trustees and the Board of Trustees made the final decision on programs. The most recent NCA Team approved the College as a single institution and reaffirmed the Board of Trustees policy.

In examining the Nursing Education complaint within that context, we may discern the evolution of that issue from two separate Nursing Education Programs that were offered at the Metropolitan and Western Campuses to a Collegewide Nursing Education Program that is now in operation. The advocates for articulation between nursing programs were the minority nursing students. They also advocated greater retention of minority nursing students. The opposers were first perceived as the College administration. However, the College administration was not the

opposer. The College administration acting through the Board of Trustees lifted the student issues to a deeper level of understanding. The Board of Trustees instructed the College administration to garner the facts pertaining to minority students enrolled in the Department of Nursing Education and examine the phenomenon of the impact of attrition upon the changing student composition and make recommendations to reverse that process. The administration acting on behalf of the Board of Trustees did garner the facts and did make recommendations to enhance minority and other nursing education students' retention. Following those series of steps that were important to the students enrolled in that program, the College administration developed a one-college curriculum in nursing education. The enforcers, the DHEW's Office for Civil Rights, served as an oversight body and approved the methods that CCC's administration and Board of Trustees adopted. So in reviewing the process, the College Board of Trustees acted as the advocate as well as the enforcer.

The juxtaposition of the College's administration in the nursing student complaint does need additional clarification. The advocates were some of the black nursing students who were facing academic adjustment problems. These students perceived their academic adjustment problems as racial discrimination. The opposer to this viewpoint was the nursing education faculty, itself racially integrated. The faculty perceived their role as maintaining academic integrity and saw a function of their responsibility as the "cooling out" process applied to students without racial discrimination. (White students were also "cooled out.") The cooling out process is a method to insure that nursing education students who are incompetent do not become graduate nurses. Hostility and suspicion

between the nursing students and the faculty had been generated by different interpretations in educational achievement. The administration as the enforcer gathered data on the varying issues and thereby reached a synthesis of views concerning the problem.

Lucy Sells has indicated that problems of academic survival and subsequent employment rest ultimately on the critical points in the educational structure where career decisions are made. She lists the enrollment in high school mathematics as a major educational choice that minorities and females must address themselves to if they are to be effective in the academic system. Studies on community college students indicate that competency in reading comprehension is a major deficiency of many students. Thus, the challenge of Cuyahoga Community College was formidable, for the massive educational retardation of some of its students must be compensated and at the same time it must prepare students for a single standard of academic performance on the collegiate and vocational levels. The school must also contribute added dimensions of depth, quality, and a sense of man's responsibility for his fellow man, as is inherent in the meaning of being educated.

Kenneth B. Clark made an observation that is particularly appropriate. He stated:

> it would be foolish if colleges felt that their total responsibility began with tutoring programs and other compensatory programs for the disadvantaged minorities. Ultimately, colleges must address themselves to the problem of the public school system. Colleges must develop a relationship with high schools that will enable them to move into these schools in a supervisory, accountable and evaluative role. (Clark, 1970, p. 572)

EMPLOYMENT

Introduction

Educational institutions have a dual function in affirmative action. In "Making Affirmative Action Work in Higher Education" (Carnegie Commission on Higher Education, 1974) these roles were identified as supply and demand. Nolen M. Ellison, Chancellor of Cuyahoga Community College, identified the functions as credentializing and employing (Subcommittee on Equal Opportunities, January 1976). The section of the findings on Programs may then be observed as very crucial to the continued expansion of an available workforce, including minorities and females, possessing requisite skills. The second function of an educational institution is that of an affirmative action employer. This section of the findings examines that function as referred to as demand and employing. Demand and employing fall within this third section of the tripartite titled, Employment.

The Federal Executive Order No. 11246 as amended is administered under Revised Order No. 4 and does "provide a methodology of professional research standards." Therefore, it seems appropriate that an evaluation should be done in a manner in which the results can stand the test of professional scrutiny.

Federal Executive Order No. 11246

Cuyahoga Community College District is a federal contractor. As a government contractor, the College is then subject to Executive Order No. 11246 as amended (Exec. Order No. 11,245, 3 C.F.R. (1964-65 Comp.), amended by Exec. Order No. 11,375, 3 C.F.R. 320 (1966-70 Comp.), 42 U.S.C. 2000 e (1970). The Order requires contractors to assure equal employment

opportunity without regard to race, color, religion, sex, or national origin in all the contractors facilities, not just those involved in performance of a contract. Title IX also forbids sex discrimination in federally assisted education programs and activities. If the government finds that the College has breached these obligations, it may terminate existing contracts and declare the College ineligible for future contracts. The Labor Department has been given the responsibility for administration of the program. Within the department, the Office of Federal Contract Compliance implements the Order and regulations. This includes oversight of the work of other agencies designated by the Secretary of Labor as compliance agencies. For higher education, the compliance agency is the Department of Education and within the Department, the Office for Civil Rights (OCR).

The regulation on affirmation action programs, Revised Order No. 4, is in many ways the heart of the contract compliance program. According to Order No. 4, an affirmative action program is a set of specific and result-oriented procedures to which the College commits itself to apply every good faith effort. Such a program rests on two devices: utilization analyses, and goals and timetables. The first of these entails an obligation of the College to determine if minority group members or females are encountered less frequently at various levels and in various areas of the College's operations than would be expected in view of their availability (under-utilization). In the event that analysis discloses under-utilization, or a deficiency, the College must establish goals and timetables (predictions of increased utilization) to be achieved by good faith effort, according to a prescribed time scale

to the point at which the deficiency is eliminated.

The College's obligation to take affirmative action follows from the discovery of under-utilization in its workforce. The implementing regulations define under-utilization as having fewer minorities or females in a particular job classification than would reasonably be expected by their availability. In calculating under-utilization, the College is to consider the general availability of minorities or females having requisite skills in the immediate labor area and the availabilities of minorities or females having requisite skills in an area in which the College can reasonably recruit, as well as the availability of promotable and transferable minorities or females within the College's organization.

CCC's Equal Employment Opportunity Affirmative Action Program

The Affirmative Action Program was developed within the context of the mission of Cuyahoga Community College. The mission of Cuyahoga Community College is to provide quality, low-cost, community-based, community-oriented education with minimal barriers to the citizens of the College District. Since 1971, Cuyahoga Community College has reported its employee matrix on the basis of race and sex group In 1979, CCC published its employee profile and for the first time included availability percentages arrived at from the representative workforce in the occupation classifications as prescribed by the Federal Joint Reporting Form for Colleges and Universities. This reporting form is known as EEO-6 or Equal Employment Opportunity-6 Form. The EEO-6 is a uniform reporting system designed by the Research Department of the Equal Employment Opportunity Commission in cooperation with the Department of Health, Education,

and Welfare, Office for Civil Rights. This form was specially designed for institutions of higher education for accountability in the utilization of federal funds. The EEO-6 form utilizes the language and the nomenclature, plus the other adaptable procedures that are unique to higher education. The form is thorough and quite adaptable for analytical purposes in determining colleges and universities' success in minority and female representation in their workforce. Major occupational activities as defined by the EEO-6 Reporting Forms for Colleges and Universities are:

executive/administrative
faculty
professional non-faculty
secretarial/clerical
technical/para-professional
service/maintenance (See Appendix B).

The EEO-6 Reports compiled by the College and submitted periodically to the federal government are the data utilized to determine the College's utilization in all occupational activities. The utilization of females and minorities in those categories were treated as a whole (Collegewide) and then by College site for this study. The Cleveland Standard Metropolitan Statistical Area (SMSA) was examined. The figures were compared with the College's for relative reliability of female and minority availability. The SMSA includes Cuyahoga County, Lake County, Geauga County, and Medina County. The availability analysis is no more than the available workforce within the geographic recruiting area.

The purpose of this section of the findings is to statistically measure Cuyahoga Community College's progress at Equal Employment Opportunity Compliance up to the report period 1979-1980. It is basically a comparative analysis of the utilization of employees at CCC

by race and sex group with the available workforce. This writer sought to examine the issues of Cuyahoga Community College's compliance status only from the perspective of availability and utilization.

Availability Analysis

The availability analysis is determined from many sources and through many experts. In 1979 CCC determined its availability analysis with the services of an external consultant, Hill and Associates. The consultant determined the availability percentages according to each job group from within the relevant labor market. The Greater Cleveland Standard Metropolitan Area was determined to be the recruiting source for the professional non-faculty, secretarial/clerical, technical/para-professional, and service/maintenance job groups. This information is published by the Ohio Bureau of Employment Service and is titled, Cleveland Metropolitan Area Statistical Information. The source is the Lawrence Berkeley Laboratory Tables based on the 1970 Census. The concerns associated with referencing the SMSA as the "availability" reference area are addressed in the section, "CCC Availability Pools and Utilization" beginning on page 150.

The executive/administrative and the faculty job group availability percentages are more difficult to determine. That requisite labor force market is a national one. The method and sources for data for availability pools generally is derived from these sources:

> AAUP, Nearly Keeping Up: Report of the Economic Status of the Professions, 1975-76.
>
> Curtis O. Baker and Agnes Q. Wells, Earned Degrees Conferred 1973--74: Institutional Data. Washington: United States Government Printing Office, 1976.

Scientific Manpower Commission, Professional Women and Minorities: A Manpower Data Resource Service. Washington: Scientific Manpower Commission, various dates.

The Department of Education also publishes information on minority graduates on a yearly basis.

In that this research on availability did not conflict with the Hill's analysis, this availability data, that was accepted by the Board of Trustees, was utilized. The findings will, however, include a comparative analysis on female faculty based on the research of two-year and community colleges' employment of females in nationwide surveys.

Comparative Workforce

Cuyahoga Community College has a total complement of 1,100 full-time employees. Of the total, 28.3 percent or 312 are from the minority group population and 559 or 50.1 percent are female. Minority group and female employment at Cuyahoga Community College and at each reporting division of the College exceeds the total county of Cuyahoga's aggregate workforce, as well as the four-county Standard Metropolitan Statistical Area (SMSA) aggregate workforce. Tables 25 through 29 are comparative workforce tables. These tables, by reporting divisions, indicate the comparative statistics.

Table 25

COMPARATIVE WORKFORCE: DISTRICT OFFICE

	District Office		Cuyahoga County		Standard Metro Area Statistics	
	No.	%	No.	%	No.	%
Total	185	100.0	722,183	100.0	858,753	100.0
Male	68	36.7	445,533	61.7	536,216	62.4
Female	117	63.0	276,650	38.3	322,537	37.6
White	146	78.9	592,019	82.0	726,563	84.6
Black	36	19.4	126,645	17.5	128,240	14.9
Other Minorities	3	1.6	3,519	0.5	3,950	0.5

Table 26

COMPARATIVE WORKFORCE: METROPOLITAN CAMPUS

	Metropolitan Campus		Cuyahoga County		Standard Metro Area Statistics	
	No.	%	No.	%	No.	%
Total	430	100.0	722,183	100.0	858,753	100.0
Male	212	49.3	445,533	61.7	536,216	62.4
Female	218	50.6	276,650	38.3	322,537	37.6
White	243	56.5	592,019	82.0	726,563	84.6
Black	180	41.8	126,645	17.5	128,240	14.9
Other Minorities	8	2.0	3,519	0.5	3,950	0.5

Table 27

COMPARATIVE WORK FORCE: WESTERN CAMPUS

	Western Campus		Cuyahoga County		Standard Metro Area Statistics	
	No.	%	No.	%	No.	%
Total	323	100.0	722,183	100.0	858,753	100.0
Male	184	56.9	445,533	61.7	536,216	62.4
Female	139	43.0	276,650	38.3	322,537	37.6
White	301	93.1	592,019	82.0	726,563	84.6
Black	16	4.9	126,645	17.5	128,240	14.9
Other Minorities	6	1.8	3,519	0.5	3,950	0.5

Table 28

COMPARATIVE WORKFORCE: EASTERN CAMPUS

	Eastern Campus		Cuyahoga County		Standard Metro Area Statistics	
	No.	%	No.	%	No.	%
Total	110	100.0	722,183	100.0	858,753	100.0
Male	58	52.7	445,533	61.7	536,216	62.4
Female	52	47.2	276,650	38.3	322,537	37.6
White	72	65.4	592,019	82.0	726,563	84.6
Black	36	32.7	126,645	17.5	128,240	14.9
Other Minorities	2	1.8	3,519	0.5	3,950	0.5

Table 29

COMPARATIVE WORKFORCE: LIFELONG LEARNING INSTITUTE

	LLI Institute		Cuyahoga County		Standard Metro Area Statistics	
	No.	%	No.	%	No.	%
Total	52	100.0	722,183	100.0	858,753	100.0
Male	19	36.5	445,533	61.7	536,216	62.4
Female	33	63.4	276,650	38.3	322,537	37.6
White	27	51.9	592,019	82.0	726,563	84.6
Black	22	42.3	126,645	17.5	128,240	14.9
Other Minorities	3	1.7	3,519	0.5	3,950	0.5

Minority and Female Components of Full-time Faculty

Cuyahoga Community College's full-time faculty complement consists of 426 persons. Females represent 38.4 percent of the total or number 164. Minorities number 70 comprising 16.4 percent of the total. See Table 30.

Table 30

MINORITY AND FEMALE COMPONENTS OF FULL-TIME FACULTY
1979-1980

Campus	Total Full-Time Faculty Employed	Minority		Female	
		Quantity	Percent	Quantity	Percent
Eastern	53	13	24.5	19	35.8
Metropolitan	214	45	21.0	94	43.9
Western	159	12	7.5	51	32.0
College Totals	426	70	16.4	164	38.4

Academic Rank

Cuyahoga Community College's academic classification system has a tenure track and a non-tenure track. The tenure track begins with instructors. After four years of successful teaching, the instructor is recommended for tenure. The non-tenure tracks are for individuals who are awarded a term contract and are titled, lecturers. The lectureship positions are generally offered for the specific purpose of serving the class-overage that can and does occur in an open enrollment institution. Cuyahoga Community College is an open enrollment (open-door) college. The flexibility of the institution is enhanced through this procedure.

The faculty rank is the ranking system in which Cuyahoga Community College has modeled after many colleges and universities. The College's ranking system is not salary related. The system of professorial rank established at Cuyahoga Community College consists of five classifications as represented by the titles of Professor, Associate Professor, Assistant Professor, Instructor, and Lecturer. In order of rank, CCC lists female representation at the College in this manner:

Professor	30.9%
Associate Professor	38.0%
Assistant Professor	38.8%
Instructors and Others	53.1%

For comparative purposes of Cuyahoga Community College's professorial rank with other two-year institutions, see Tables 31 through 34.

Table 31

FEMALE FACULTY RANK COMPARISON
COLLEGE-WIDE

Faculty Rank	National Average of Two-Year Institutions	Cuyahoga Community College 1979-1980	Percent Difference
All Faculty	33.3	38.4	+ 5.1
Professors	24.8	30.9	+ 6.1
Associate Professors	24.9	38.0	+13.1
Assistant Professors	34.8	38.8	+ 4.4
Instructors and Others	34.9	53.1	+18.2

Table 32

FEMALE FACULTY RANK COMPARISON
METROPOLITAN CAMPUS

Faculty Rank	National Average of Two-Year Institutions	Cuyahoga Community College 1979-1980	Percent Difference
All Faculty	33.3	43.9	+10.6
Professors	24.8	37.5	+12.7
Associate Professors	24.9	32.6	+ 7.7
Assistant Professors	34.4	40.5	+ 6.1
Instructors and Others	34.9	62.9	+28.0

Table 33

FEMALE FACULTY RANK COMPARISON
WESTERN CAMPUS

Faculty Rank	National Average of Two-Year Institutions	Cuyahoga Community College 1979-1980	Percent Difference
All Faculty	33.3	32.0	+ 1.3
Professors	24.8	28.5	+ 3.7
Associate Professors	24.9	21.0	- 3.9
Assistant Professors	34.4	34.7	+ 0.3
Instructors and Others	34.9	45.1	+10.2

Table 34

FEMALE FACULTY RANK COMPARISON
EASTERN CAMPUS

Faculty Rank	National Average of Two-Year Institutions	Cuyahoga Community College 1979-1980	Percent Difference
All Faculty	33.3	35.8	+ 2.5
Professors	24.8	0.0	- 24.8
Associate Professors	24.9	0.0	- 24.9
Assistant Professors	34.4	44.4	+ 9.6
Instructors and Others	34.9	42.3	+ 7.4

Part-time Faculty

Table 35 is focused upon the flexibility of the College in its delivery of educational services to its clientele. CCC's success in utilizing the talent pool in this area affords the College an additional opportunity to provide education in the evening as well as on weekends. The College is also fortunate that it can employ highly talented instructors on a part-time basis in fields of endeavor that are esoteric and/or needed for only a short time. From the EEO/Affirmative Action vantage point, the College's success in recruiting part-time faculty from the minority and female talent pools is a measurable phenomena. There is a total of 984 part-time faculty members utilized by the College. Total females employed on a part-time basis is 299 which is 30.3 percent. The minority group percentage of part-time faculty is 13.3, which is a population of 131.

Table 35

MINORITY AND FEMALE COMPONENTS OF PART-TIME FACULTY
FALL, 1979

Campus	Total Part-Time Faculty Employed	Minority		Female	
		Quantity	Percent	Quantity	Percent
Eastern	167	14	3.8	49	29.3
Metropolitan	432	104	24.0	159	36.8
Western	385	13	3.3	91	23.6
College Totals	984	131	13.3	299	30.3

Review of the EEO-6 Report Form

The EEO-6 form is a uniform reporting system designed by the Research Department of the Equal Employment Opportunity Commission in cooperation with the Department of Health, Education, and Welfare, Office for Civil Rights. This form was specially designed for institutions of higher education. The form utilizes the language and the nomenclature, plus the other adaptable procedures that are unique to higher education. This form is thorough and quite adaptable for analytical purposes in determining colleges and universities success in minority and female representation. Cuyahoga Community College, as well as other colleges and universities, have submitted biannual reports to the DHEW since April 30, 1976.

Female Current Employment

The following tables, Tables 36 through 41, indicate the College's female current employment by reporting site (District Office, Eastern Campus, Metropolitan Campus, Western Campus, and the Lifelong Learning Institute). Table 36 is a compilation of all the sites. Table 36 indicates that females comprise 10.3 percent of the executive employment of the College; 38.7 percent of the faculty; 34.6 percent of the professional non-faculty; 87.8 percent of secretarial/clerical; 56.1 percent of the technical/para-professionals; and 39.2 percent of the service/maintenance classification. (See Tables 37 through 41 for site breakdown of female current employment.)

Table 36

CUYAHOGA COMMUNITY COLLEGE FEMALE CURRENT EMPLOYMENT
COLLEGE-WIDE

	Total	Percent Male	Percent Female	Number Female
Executive/Administrative	29	89.7	10.3	3
Faculty	426	61.3	38.7	165
Professional/Non-Faculty	78	65.4	34.6	27
Secretarial/Clerical	263	12.2	87.8	231
Technical/Paraprofessional	196	43.9	56.1	110
Service/Mainterance	107	60.8	39.2	42

Table 37

CUYAHOGA COMMUNITY COLLEGE FEMALE CURRENT EMPLOYMENT
DISTRICT OFFICE

	Total	Percent Male	Percent Female	Number Female
Executive/Administrative	14	85.7	14.3	2
Faculty	25	0.0	100.0	25
Professional/Non-Faculty	27	74.1	25.9	7
Secretarial/Clerical	57	12.3	87.7	50
Technical/Paraprofessional	59	44.1	55.9	33
Service/Maintenance	3	100.0	0.0	0

Table 38

CUYAHOGA COMMUNITY COLLEGE FEMALE CURRENT EMPLOYMENT
EASTERN CAMPUS

	Total	Percent Male	Percent Female	Number Female
Executive/Administrative	3	66.7	33.3	1
Faculty	53	64.2	35.8	29
Professional/Non-Faculty	7	85.7	14.3	1
Secretarial/Clerical	23	13.0	86.9	20
Technical/Paraprofessional	21	42.9	57.1	12
Service/Maintenance	7	85.7	14.3	1

Table 39

CUYAHOGA COMMUNITY COLLEGE FEMALE CURRENT EMPLOYMENT
METROPOLITAN CAMPUS

	Total	Percent Male	Percent Female	Number Female
Executive/Administrative	5	100.0	0.0	0
Faculty	214	55.6	44.4	95
Professional/Non-Faculty	25	48.0	52.3	13
Secretarial/Clerical	94	7.4	92.6	87
Technical/Paraprofessional	47	42.6	57.4	27
Service/Maintenance	60	76.7	23.3	14

Table 40

CUYAHOGA COMMUNITY COLLEGE FEMALE CURRENT EMPLOYMENT
WESTERN CAMPUS

	Total	Percent Male	Percent Female	Number Female
Executive/Administrative	6	100.0	0.0	0
Faculty	159	67.9	32.1	51
Professional/Non-Faculty	13	69.2	30.8	4
Secretarial/Clerical	73	16.4	83.6	61
Technical/Paraprofessional	40	50.0	50.0	20
Service/Maintenance	37	75.7	24.3	9

Table 41

CUYAHOGA COMMUNITY COLLEGE FEMALE CURRENT EMPLOYMENT
LIFELONG LEARNING INSTITUTE

	Total	Percent Male	Percent Female	Number Female
Executive/Administrative	1	100.0	0.0	0
Faculty	--	--	--	--
Professional/Non-Faculty	6	66.7	33.3	2
Secretarial/Clerical	16	18.7	81.3	13
Technical/Paraprofessional	29	37.9	62.1	18
Service/Maintenance	--	--	--	--

Full-time Employees Classified by Race

Black Americans were charter members of the original faculty and staff of Cuyahoga Community College. Their numbers have increased with the growth of the College. In 1971, Cuyahoga Community College began to publish reports on its employees by race. The following figure was derived from those published statistics.

Figure 3, is a vertical bar graph indicating the Collegewide employee composition by race from the academic years 1971-1972 through 1978-1979. The graph is so arranged that the percentages of whites, blacks, and other minorities are delineated by year. The percentage of white Americans employed at the College has ranged from 69.6 to 73.9. Black American representation has ranged from 24.6 to 28.7 percent. Other minorities percentage has ranged from 2.3 to 1.5.

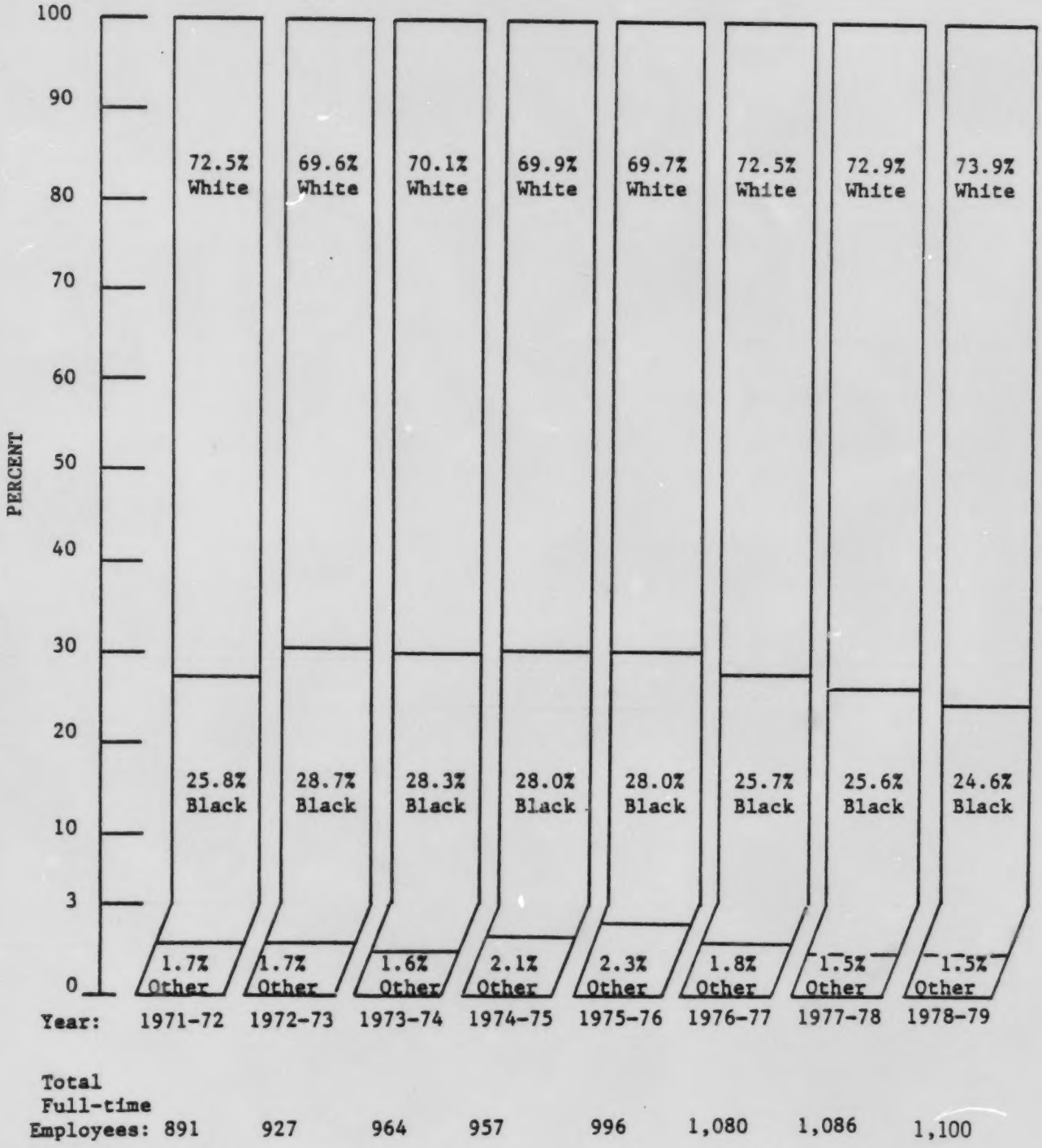

Figure 3

FULL-TIME EMPLOYEES
BY RACE, 1971 THROUGH 1979

CCC Availability Pools and Utilization

The following descriptive data were obtained from the January 30, 1980 Personnel History Review List (Computer Printout, 1980). The data were then organized into tabular form. The tables list six occupational categories; executive/administrative, faculty, professional non-faculty, secretarial/clerical, technical/para-professional, and service/maintenance (see Appendix B).

There were six tables developed for CCC's minority employees. The tables describe the total number of employees in each job category plus the percentage of minorities, and the number of minorities in those specific categories. Following this statistical analysis, the tables show the availability percentages of minorities in those specific categories that were accepted by the College's Board of Trustees and were a part of the College's Affirmative Action Report of 1979. Availability final projection for minorities indicates the reasonable expectation of minority employment at CCC in those specific categories. Under-utilization of minorities indicates the number of minorities in those specific categories at CCC. The above-utilization of minorities indicates the number of minority employees in those respective categories that is beyond the reasonable expectation of the College's Affirmative Action Program based upon the availability percentages.

There were six tables developed to statistically analyze CCC's female current employment availability and utilization. The tables were organized to list the six occupational categories, the total number of employees in those occupational categories, the percentage of females, the percentage of males, and the number of females in those respective categories. Availability final projection for females indicates the

reasonable expectation of female employment at CCC in the specific categories. Under-utilization of females indicates the number of females in the specific categories at CCC. The above-utilization of females indicates the number of female employees in the respective categories that is beyond the reasonable expectation of the College's Affirmative Action Program based upon the availability percentages.

Data Analysis for Minorities

The Collegewide table for minorities indicates that CCC has an above-utilization of minorities in all occupational categories. Minorities currently employed number 304. The total above-utilization, according to Hill and Associates availability data, number 162. The job categories of faculty, secretarial/clerical, and technical/para-professional show the greatest above-utilization, 34 in faculty, 69 in secretarial/clerical, and 33 in technical/para-professional, totaling 137.

Table 43 for the District Office indicates that there is no under-utilization of minorities in the six categories. The secretarial/clerical category has a 10.3 over-utilization.

The Eastern Campus, Table 44, indicates that there is no under-utilization of minorities. Minorities show a prominent above-utilization in the faculty and secretarial/clerical categories.

Table 45, the Metropolitan Campus, indicates that there is no under-utilization of minorities, however, there is an above-utilization of minorities in all occupational classifications.

The Western Campus is the campus that is in closest conformity with the Hill and Associates minority availability data from the requisite labor force. Table 46 indicates that minorities are marginally under-utilized in four of the categories. In the service/maintenance category

minorities are under-utilized by 17.5. The Lifelong Learning Institute table indicates that minorities are under-utilized in the technical/para-professional category.

Data Analysis for Females

Tables 48 through 53 on pages 158 through 163 describe the female current employment availability pools and utilization at Cuyahoga Community College. On a Collegewide basis CCC employs 578 females. Females are under-utilized in the following categories; executive/administrative 3, faculty 13.9, professional non-faculty 2.8, and service/maintenance 19.6. There is above-utilization in secretarial/clerical 38.5 and technical/para-professional 35.1.

The District Office indicates an under-utilization of females in three categories; executive/administrative .9, professional non-faculty 3.3, and service/maintenance 1.7. There is above-utilization of females in secretarial/clerical 8.3 and technical/para-professional 10.5.

The Eastern Campus indicates that there is an under-utilization of females in the following categories; faculty 3.3, professional non-faculty 1.7, and service/maintenance 3.0. The above-utilization of females at Eastern is executive/administrative .4, secretarial/clerical 16, and technical/para-professional 4.0.

The Metropolitan Campus table shows an under-utilization of females in two categories; executive/administrative 1 and service/maintenance 20.6. The above-utilization of females is in the following categories; faculty 5.1, professional non-faculty 3.5, secretarial/clerical 18.2, and technical/para-professional 9.0.

The Western Campus table shows an under-utilization of females in

the following categories; executive/administrative 1.3, faculty 15.8, professional non-faculty 1.0, and service/maintenance 12.3. The above-utilization of females at the Western Campus is in the job categories of secretarial/clerical 7.6 and technical/para-professional 4.7.

The lifelong Learning Institute table shows an under-utilization of females in the following categories; executive/administrative .2 and professional non-faculty .3. The above-utilization for females is shown in secretarial/clerical 1.3 and in technical/para-professional 6.9.

The most pronounced under-utilization of females appears to be in the faculty area, 13.9; yet when we compare the utilization of CCC's female faculty with the national public two-year colleges utilization, there is no under-utilization at Cuyahoga Community College. (See Tables 31 through 34 on pages 136 through 139.)

Table 42

CUYAHOGA COMMUNITY COLLEGE

MINORITIES-CURRENT EMPLOYMENT, AVAILABILITY POOLS AND UTILIZATION

COLLEGEWIDE
1980

	Current Employment			Availability of Minorities (%) (4)	Availability Final Proj. Minorities (No.) (5)	Under-Utilization of Minorities (No.) (6)	Above Utilization of Minorities (No.) (7)
	Total (No.) (1)	Minority (%) (2)	Minority (No.) (3)				
Executive/ Administration	29	20.7	6	4.3	.2	--	4.8
Faculty	426	16.4	70	8.3	35.4	--	34.6
Professional Non-Faculty	78	20.5	16	11.4	8.9	--	7.1
Secretarial/ Clerical	263	41.4	109	15.2	40.0	--	69.0
Technical/Para-professional	196	28.6	56	11.4	22.3	--	33.7
Service/ Maintenance	107	53.3	47	32.0	34.2	--	12.8

Table 43

CUYAHOGA COMMUNITY COLLEGE

MINORITIES-CURRENT EMPLOYMENT, AVAILABILITY POOLS AND UTILIZATION

DISTRICT OFFICE
1980

	Current Employment			Availability of Minorities	Availability Final Proj. Minorities	Under-Utilization of Minorities	Above Utilization of Minorities
	Total (No.) (1)	Minority (%) (2)	Minority (No.) (3)	(%) (4)	(No.) (5)	(No.) (6)	(No.) (7)
Executive/ Administration	14	14.2	2	4.3	.6	--	1.4
Faculty	--	--	--	8.3			
Professional Non-Faculty	27	14.8	4	11.4	3.1	--	0.9
Secretarial/ Clerical	57	33.3	19	15.2	8.7	--	10.3
Technical/Para-professional	59	15.2	9	11.4	6.7	--	2.3
Service/ Maintenance	3	33.3	1	32.0	1.0	--	0.04

Table 44

CUYAHOGA COMMUNITY COLLEGE

MINORITIES-CURRENT EMPLOYMENT, AVAILABILITY POOLS AND UTILIZATION

EASTERN CAMPUS
1980

	Current Employment			Availability of Minorities (%) (4)	Availability Final Proj. Minorities (No.) (5)	Under-Utilization of Minorities (No.) (6)	Above Utilization of Minorities (No.) (7)
	Total (No.) (1)	Minority (%) (2)	Minority (No.) (3)				
Executive/ Administration	3	66.6	2	4.3	.1	--	1.9
Faculty	53	24.5	13	8.3	4.4	--	8.6
Professional Non-Faculty	7	14.3	1	11.4	.8	--	.2
Secretarial/ Clerical	23	60.9	14	15.2	3.5	--	10.5
Technical/Para-professional	21	23.8	5	11.4	2.4	--	2.6
Service/ Maintenance	7	57.1	4	32.0	2.2	--	1.8

Table 45

CUYAHOGA COMMUNITY COLLEGE

MINORITIES-CURRENT EMPLOYMENT, AVAILABILITY POOLS AND UTILIZATION

METROPOLITAN CAMPUS
1980

	Current Employment			Availability of Minorities	Availability Final Proj. Minorities	Under-Utilization of Minorities	Above Utilization of Minorities
	Total (No.) (1)	Minority (%) (2)	Minority (No.) (3)	(%) (4)	(No.) (5)	(No.) (6)	(No.) (7)
Executive/ Administration	5	40.0	2	4.3	.2	--	1.8
Faculty	214	21.0	45	8.3	18.0	--	27.2
Professional Non-Faculty	25	44.0	11	11.4	2.9	--	8.2
Secretarial/ Clerical	94	65.9	62	15.2	14.3	--	47.7
Technical/Para-professional	47	57.4	27	11.4	5.4	--	21.6
Service/ Maintenance	60	78.3	47	32.0	19.2	--	27.8

Table 46

CUYAHOGA COMMUNITY COLLEGE

MINORITIES-CURRENT EMPLOYMENT, AVAILABILITY POOLS AND UTILIZATION

WESTERN CAMPUS
1980

	Current Employment			Availability of Minorities (%) (4)	Availability Final Proj. Minorities (No.) (5)	Under-Utilization of Minorities (No.) (6)	Above Utilization of Minorities (No.) (7)
	Total (No.) (1)	Minority (%) (2)	Minority (No.) (3)				
Executive/ Administration	6		0	4.3	.3	.3	
Faculty	157	08.9	14	8.3	13.0	--	1.0
Professional Non-Faculty	14	07.1	1	11.4	1.6	.6	
Secretarial/ Clerical	80	06.3	5	15.2	5.2	.2	
Technical/Para-professional	34	08.8	3	11.4	3.9	.9	
Service/ Maintenance	39	12.8	5	57.6	22.5	17.5	

Table 47

CUYAHOGA COMMUNITY COLLEGE

MINORITIES-CURRENT EMPLOYMENT, AVAILABILITY POOLS AND UTILIZATION

LIFELONG LEARNING INSTITUTE
1980

	Current Employment			Availability of Minorities	Availability Final Proj. Minorities	Under-Utilization of Minorities	Above Utilization of Minorities
	Total (No.) (1)	Minority (%) (2)	Minority (No.) (3)	(%) (4)	(No.) (5)	(No.) (6)	(No.) (7)
Executive/ Administration	1	0.0	0	4.3	.04	.04	--
Faculty	--	--	--				
Professional Non-Faculty	6	0.0	0	11.4	.7	.7	-
Secretarial/ Clerical	16	75.0	12	15.2	2.4	--	9.6
Technical/Para-professional	29	44.8	13	11.4	3.3	9.8	9.7
Service/ Maintenance	--	--	--	--			

Table 48

CUYAHOGA COMMUNITY COLLEGE

FEMALE-CURRENT EMPLOYMENT, AVAILABILITY POOLS AND UTILIZATION

COLLEGE-WIDE
1980

	Current Employment				Availability			
	Total (No.)	Male %	Female %	Female No.	Avail-ability of of Females %	Final Projection of Females No.	Under-utilization of Females No.	Above Utilization of Females No.
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Executive/ Administration	29	89.7	10.3	3	20.9	6.1	3.1	0.00
Faculty	426	61.3	38.7	165	42.0	178.9	13.9	0.00
Professional Non-Faculty	78	65.4	34.6	27	38.2	29.8	2.8	0.00
Secretarial/ Clerical	163	12.2	87.8	231	73.2	192.5	0.00	38.5
Technical/Para-professional	196	43.9	56.1	110	38.2	74.9	0.00	35.1
Service/ Maintenance	107	60.8	39.2	42	57.6	61.6	19.6	0.00

Table 49

CUYAHOGA COMMUNITY COLLEGE

FEMALE-CURRENT EMPLOYMENT, AVAILABILITY POOLS AND UTILIZATION

DISTRICT OFFICE
1980

	Current Employment				Availability			
	Total (No.)	Male %	Female %	Female No.	Avail-ability of of Females %	Final Projection of Females No.	Under-utilization of Females No.	Above Utilization of Females No.
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Executive/ Administration	14	85.7	14.3	2	20.9	2.9	.9	
Faculty*	25	0	100	25	*Consists of Nursing Faculty only, Counted also with campus			
Professional Non-Faculty	27	74.1	25.9	7	38.2	10.3	3.3	
Secretarial/ Clerical	57	12.3	87.7	50	73.2	41.7		8.3
Technical/Para-professional	59	44.1	55.9	33	38.2	22.5		10.5
Service/ Maintenance	3	100	0	0	57.6	1.7	1.7	0.00

Table 50

CUYAHOGA COMMUNITY COLLEGE

FEMALE-CURRENT EMPLOYMENT, AVAILABILITY POOLS AND UTILIZATION

EASTERN CAMPUS
1980

	Current Employment				Availability	Availability Final Projection	Under-utilization	Above Utilization
	Total (No.)	Male %	Female %	Female No.	Avail-ability of of Females %	of Females No.	of Females No.	of Females No.
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Executive/ Administration	3	66.7	33.3	1	20.9	.6		.4
Faculty	53	64.2	35.8	19	42.0	22.3	3.3	
Professional Non-Faculty	7	85.7	14.3	1	38.2	2.67	1.7	
Secretarial/ Clerical	23	13	86.9	20	73.2	16.8	0.00	16
Technical/Para-professional	21	42.9	57.1	12	38.2	8.0		4.0
Service/ Maintenance	7	85.7	14.3	1	57.6	4.0	3.0	--

Table 51

CUYAHOGA COMMUNITY COLLEGE

FEMALE-CURRENT EMPLOYMENT, AVAILABILITY POOLS AND UTILIZATION

METROPOLITAN CAMPUS
1980

	Current Employment				Availability			
	Total (No.)	Male %	Female %	Female No.	Avail-ability of of Females %	Final Projection of Females No.	Under-utilization of Females No.	Above Utilization of Females No.
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Executive/ Administration	5	100	0	0	20.9	1.0	1.0	
Faculty	214	55.6	44.4	95	42.0	89.9		5.1
Professional Non-Faculty	25	48.0	52.0	13	38.2	9.6		3.5
Secretarial/ Clerical	94	7.4	92.6	87	73.2	68.8		18.2
Technical/Para-professional	47	42.6	57.4	27	38.2	18.0		9.0
Service/ Maintenance	60	76.7	23.3	14	57.6	34.6	20.6	

Table 52

CUYAHOGA COMMUNITY COLLEGE

FEMALE-CURRENT EMPLOYMENT, AVAILABILITY POOLS AND UTILIZATION

WESTERN CAMPUS
1980

	Current Employment				Availability	Final Projection	Under-utilization	Above Utilization
	Total (No.)	Male %	Female %	Female No.	Avail-ability of Females %	of Females No.	of Females No.	of Females No.
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Executive/ Administration	6	100	0	0	20.9	1.3	1.3	
Faculty	159	67.9	32.1	51	42.0	66.8	15.8	
Professional Non-Faculty	13	69.2	30.8	4	38.2	5.0	1.0	
Secretarial/ Clerical	73	16.4	83.6	61	73.2	53.4		7.6
Technical/Para-professional	40	50.0	50.0	20	38.2	15.3		4.7
Service/ Maintenance	37	75.7	24.3	9	57.6	21.3	12.3	

Table 53

CUYAHOGA COMMUNITY COLLEGE

FEMALE-CURRENT EMPLOYMENT, AVAILABILITY POOLS AND UTILIZATION

LIFELONG LEARNING INSTITUTE
1980

	Current Employment				Availability			
	Total (No.)	Male %	Female %	Female No.	Avail-ability of Females %	Final Projection of Females No.	Under-utilization of Females No.	Above Utilization of Females No.
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Executive/ Administration	1	100	0	0	20.9	.2	.2	
Faculty								
Professional Non-Faculty	6	66.7	33.3	2	38.2	2.3	.3	
Secretarial/ Clerical	16	18.7	81.7	13	73.2	11.7		1.3
Technical/Para-professional	29	37.9	62.1	18	38.2	11.1		6.9
Service/ Maintenance					57.6			

Balance Versus Imbalance

The preceding tables were addressed to answering the question of what was the availability of minorities and females with requisite skills within the relevant labor market. Affirmative action planning requires that this question be answered for each job group category. The figures then become the measure against which CCC's affirmative action performance is evaluated. The burden of acquiring and interpreting appropriate data is the responsibility of individual employers. Thus, the accuracy of the data was a concern for both the College and the federal compliance agencies.

It therefore was appropriate that two different sets of data on female faculty members were presented in this section on employment. One set of data on female faculty, Tables 31 through 34 on pages 136 through 139, indicates that the College compared favorably with other two-year colleges in their utilization of females in the faculty ranks. The other set of data, Tables 48 through 53 on pages 160 through 165, indicates that the College has an under-utilization of female faculty members. These sets of different information were important to the compliance reviews in progress at Cuyahoga Community College.

The subcultures also evaluated Cuyahoga Community College's Affirmative Action Program. In returning to the above example, that of female faculty, the different interpretations that each subculture group had concerning the data may be observed. The advocates would feel that the first set of data that was researched in 1974 was outdated and would question the accuracy of the data. It is conceivable that the advocates might feel that the other set of data derived from the Hill and Associates'

research was too conservative and they may point to the public school system's female employment as perhaps being more appropriate.

The opposers would probably feel that since the College's female faculty in the first set of data showed statistically that it exceeded the national two-year college employment figures for females, that the College is already practicing reverse discrimination against white males, that the second set of data is unrealistic, and the accuracy of the data would be questioned. The opposers also would probably inject the fiscal conservative viewpoint and wonder about academic qualifications and the lowering of standards.

The enforcers, the federal contract compliance agencies, would gather information and would make a finding indicating whether there is a deficiency in the utilization of females and, if so, recommend a remedy. Therefore, the accuracy of availability data is of critical importance to a sound affirmative action program. Yet, some subcultures seem to have preconceived notions of how best to evaluate and measure success of an affirmative action program.

These ideas may have occurred because the federal compliance agencies which serve as the enforcers of affirmative action plans, have been slow to develop expertise regarding availability data and its analysis. Yet, Revised Order No. 4 promised to provide a methodology of research standards to evaluate an affirmative action program. What has become apparent is that compliance agencies' methods of investigation are not instructive. Many advocates are still left feeling that their institution's affirmative action programs are too conservative and that their institutions are not recruiting minorities and females with vigor. It is interesting

to note that many advocates do not see the relationship between the supply and demand, nor the relationship between credentializing and employing. These critical decisions were choices made by individuals in the early years of academic preparation and are a part of that pipeline that is translated into availability percentages in all affirmative action plans for minorities and females.

The opposers vision seems to be concentrated only on the conservative estimate of availability. Their view is that females and minorities are yet making early decisions in their academic preparations that are not consistent with today's labor market. Their view is that females and minorities are under-prepared, thus the selection of females and minorities serves to dilute academic excellence. Their argument which seemingly is for greater concentration on supplying and credentializing minorities and females for future consideration in the market place, while seeming to have merit, is not always plausible. This argument too, opposes availability data.

In this examination of the data for Cuyahoga Community College's Affirmative Action Plan, it becomes apparent that CCC's total workforce utilizes minorities and females in an outstanding manner. Consequently, this analysis of balance versus imbalance within the context of Lucy Sells' subcultures was examined from a distribution perspective. In examining Tables 45 and 46 for the Metropolitan Campus and the Western Campus on Minority Utilization, there is observed a noticeable greater frequency of minorities at the Metropolitan Campus. Minorities appear less frequently at the Western Campus. The tables are so arranged that the data regarding under-utilization in the six job groups focus attention

on Columns 6 and 7. In Column 6 of the table for the Metropolitan Campus it is noted that minorities are not under-utilized in any of the job categories. In Column 6 of the table for the Western Campus, it is noted that minorities, when computed as a total person, are under-utilized only in the service/maintenance category. Yet, when observing Column 7 of the table for the Metropolitan Campus, it is noted that minorities show a pronounced above-utilization in each of the six job categories, whereas on the Western Campus table, Column 7 shows above-utilization of minorities in only one category and it is one person in faculty.

Revised Order No. 4, as a methodology for evaluating CCC's Affirmative Action Program at the Western Campus, tends to suggest that minorities are not overly under-utilized at this site. However, at Cuyahoga Community College, where the subcultures compare and contrast the Affirmative Action Program on a numerical basis, the perceptual problems exist.

When such perceptual problems come to the forefront, the campus' success in affirmative action may be visually observed without consideration of Column 6 or Column 7 on Tables 45 and 46. The advocates especially tend to focus their attention upon Column 3, numbers of minorities employed, and thereby compare and contrast the success of affirmative action. The advocates can take the position that a campus that has a lesser number of minorities is in non-compliance with the Civil Rights Act of 1964. The opposers may observe Column 7 and have an opposite reaction. This reaction may be that an above-utilization at a particular campus constitutes reverse discrimination against white

males or that academic excellence is diluted. When these two conditions exist, polarization between campuses can result.

The enforcers failed to consider those dynamics. As an example, when the OCR investigated the Foster complaint (Foster v. CCC-Western, 1972) their compliance investigation and findings were focused only on the Western Campus. The compliance reviews in employment, which lasted more than three years, were not instructive in clearing up the faulty perceptions of balance versus imbalance between the two campuses. Those were the conditions that created the complaint. Therefore, even after compliance investigations, there appeared to be no consensus between the subcultures and communication barriers persisted.

It is important to lift the level of understanding of affirmative action, which is a national policy that arose out of a national crisis, beyond the "numbers game" to its true essence. Affirmative action is a process of dismantling the vestiges of discrimination. A utilization analysis is merely a statistical technique to determine whether minorities and females are found less frequently in a particular employer's personnel composition than would be reasonably expected. A utilization analysis does not in itself indicate that discrimination exists if minorities or females are under-represented. Personnel policy procedures and a whole array of other techniques are also examined as an aide in that determination. Thus, the concept of balance versus imbalance is delimiting and spoils the spirit of the Civil Rights Act. In fact, the United States Commission on Civil Rights issued this statement in January 1981:

> . . . the Commission recognizes that in a diverse society over-representation in a

> particular occupational group may occur without discrimination based on race, sex, or national origin, however, to assure that such discrimination has not occurred, as suggested in this statement, an analysis needs to be conducted at an institutional level to determine that such over-representation has not been based on discriminatory factors. (U.S. Commission on Civil Rights, p. 42)

This section of the tripartite, Employment, was an analysis of the employment data from the perspective of availability and utilization with emphasis upon the Sells' subcultures influence on the Affirmative Action Program at Cuyahoga Community College.

Chapter V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The enactment and issuance of the Civil Rights Acts of 1964, especially Title VI and Executive Order No. 11246, have coincided with, influenced, and impacted upon the development of Cuyahoga Community College (CCC). The major purpose of this study was to analyze CCC's progress at equal opportunity compliance up to the report period 1979-1980. The issues of CCC's civil rights compliance were examined from the perspective of Title VI (Civil Rights Act, 1964) and the Adams mandate (Adams v. Califano, U.S.D.C., 1977). Title VI is a part of the federal civil rights law for minorities of 1964. Civil rights compliance under Title VI involves a multi-dimensional approach designed to eradicate the vestiges of de jurie de facto racial discrimination.

The civil rights law and the implementing regulations mandate institutions to afford equal opportunities to minorities in facilities, programs, and employment. Since these rights are interrelated and interdependent, compliance is neither simple to measure nor is it constant. Institutions who receive any public funds either directly or indirectly must insure equal access to minorities. The Department of Education's Office for Civil Rights (OCR) has the responsibility of monitoring institutions to insure compliance with Title VI. Thus, in addition to the historical and statistical analysis of Cuyahoga Community College's progress at civil rights compliance, this study proposed to weave those forces as described by Lucy Sells (1974) as subcultures into

those three interrelated and interdependent facets known as facilities, programs, and employment, which collectively determine the state of compliance, in order to discern the causal relationships upon civil rights compliance at Cuyahoga Community College.

The catalyst for the study was the Adams mandate. The Adams mandate is a result of a Federal District Court consent decree which compelled the OCR to enforce Title VI on a statewide basis in public higher education. The Adams mandate holds the state responsible for Title VI compliance.

The State of Ohio's system of public higher education was selected by the OCR for a civil rights review in accordance with the Adams mandate. Cuyahoga Community College District, which is a part of the Ohio system of public higher education, was selected as one of seven colleges and universities for compliance reviews by the OCR. Therefore, it was appropriate that the study included an examination of the Adams mandate and its impact upon state public higher education and its probable impact upon the State of Ohio's public higher education system and northern two-year public colleges.

The Ohio Board of Regents is the governing and coordinating body for Ohio's system of public higher education. This Board, which was established by the state legislature in 1964, is responsible for the entire system of Ohio's public higher education. Therefore, Cuyahoga Community College District, which was created by state statute and has its own governing board, is administered through the Ohio Board of Regents. CCC's Board of Trustees submitted its educational plans and site feasibility studies to the Ohio Board of Regents for state approval.

The Ohio Board of Regents, through the state legislature, was instrumental in updating the entire system of Ohio's public higher education. The Regents commissioned studies on educational master plans which resulted in the chartering of many new state institutions. The aim was to place public higher education within a 25-30 mile radius of every resident within the state. These institutions consisted of two-year technical institutes, community colleges, two-year university branches, and urban universities. Interestingly enough, the educational master plan examined Central State University's student profile. Central State University is an historically black institution with a black student enrollment of 82.8 percent. The Master Plan indicated that Central State University was an anomaly and in conflict with Title VI. The Master Plan provided recommendations within its report that were designed to desegregate the student population. Thus, very early in the history of the Board of Regents, the Board recognized its responsibility as the coordinating, governing body of the state's public education enterprise and its obligation toward Title VI enforcement.

In 1976, another Ohio public institution of higher education was statistically identified as a predominantly black institution. This institution, Cuyahoga Community College's Metropolitan Campus located in downtown Cleveland, Ohio, had a black student population of 60.2 percent. The causative factors of this phenomenon were different from that of Central State University. This phenomenon is known as a newer predominantly black institution. A review of the literature regarding this phenomenon revealed that increasingly more urban northern two-year

public colleges are becoming statistically identified as newly predominantly black institutions. The literature revealed that there are sixteen northern institutions that are considered black. The City of Chicago, Illinois has the greatest number of campuses, five, whose student composition reflects a black majority. Thus, Cuyahoga Community College's Metropolitan Campus' racial composition is not an isolated phenomenon. This phenomenon seems to be a national trend in northern urban inner cities where changing racial residential patterns are reflected in public two-year college enrollments.

Another objective of the study was to determine whether minorities were selecting two-year public colleges as their post-high school educational choice, and if so, would these institutions help in increasing their academic chances for survival. The Adams mandate seeks to formulate policies to insure that the participation and completion rates for blacks increase through public higher education. A review of the literature revealed that black students were increasingly enrolling in two-year colleges. In fact, over one-half of all first-time black freshmen were enrolling in two-year colleges in the Fall of 1976 (Institute of the Study of Educational Policy, 1978). These statistics indicated a continuing trend in black students selection of public two-year institutions as their educational choice, therefore, it was appropriate to review studies of attrition at two-year colleges to determine the possible impact of two-year college attrition upon black student characteristics in those schools. The literature revealed that public two-year colleges historically had a high incidence of student attrition (Iffert, 1957; Webb, 1933; Medsker, 1971). This literature review revealed that

black participation in public two-year colleges has increased significantly. However, due to the high student attrition rate that is historically germaine to public two-year colleges, the attrition rates of black students enrolled at those institutions may be significantly high.

In that the Adams mandate was contested for eight years and its results have historical legal precedents, the writer attempted to place the contending parties within the constructs of Lucy Sells' subcultures. The applicability of this phenomenon was found to have classical roots in major changes and thus may have an effect upon Cuyahoga Community College's civil rights compliance up to 1979-1980.

The findings were divided into three sections; facilities, programs, and employment. Each section of the findings included the treatment of the subcultures as described by Lucy Sells.

Summary of Findings: Facilities

1. Cuyahoga Community College was founded as an equal access, equal opportunity, public institution.

2. The College is a part of the Ohio system of public higher education and has, since its inception, operated with an interracial Board of Trustees with female representation.

3. Cuyahoga Community College's major policy documents, educational master plans, site feasibility studies, and College plans, met the approval of the Ohio Board of Regents.

4. Cuyahoga Community College was an early signator to the Title VI Certificate and subsequently signed a second Title VI Certificate for the purchase of its Western Campus site.

5. The selection of site locations for the three campuses of Cuyahoga Community College District conformed to the Title VI regulations of the Civil Rights Act of 1964.

6. Cuyahoga Community College District's multi-unit concept was predicated upon the magnet campus concept with the downtown Metropolitan Campus serving as the flagship or lead campus for the District.

7. Cuyahoga Community College's three campuses were constructed close to public and private transportation corridors to facilitate people movement within the entire District, the county of Cuyahoga, 456 square miles.

8. The Arthur D. Little Study (ADL, 1969) utilized the concept of time-distance-and-access, which included present and future transportation corridors, and public low-cost transportation servicing the selected sites as the added factor to overcome distance and racial isolation to enhance equal access.

9. The Western Campus site, although located in a predominantly white suburb that recently was found guilty of violating minority housing rights (U.S.A. v. City of Parma, 1980), was considered "free soil" for minorities, as this site was the former Crile Veterans Administration Hospital where minorities had traditionally been employed and been patients.

10. The Metropolitan Campus site was a part of the St. Vincent Urban Renewal land located in the heart of transportation corridors in downtown Cleveland, Ohio.

11. The permanent Eastern Campus site was recommended by both the ADL Study and the Tadlock and Associates Study (1974). The Tadlock and Associates Study involved citizen participation in which the outcome inaugurated community-based education for the College and produced the College's Mission Statement that stressed racial diversity.

12. Cuyahoga Community College's facilities were constructed under federal, state, and local equal employment opportunity guidelines.

CCC's Board of Trustees developed an Equal Employment Opportunity Resolution which incorporated a plan of action designed to facilitate affirmative action in construction activities within the District.

13. The College employed a Director of Equal Employment in 1967 to develop affirmative action programs, and to coordinate and monitor implementation of Board and administrative policies and procedures in the area of affirmative action.

14. All College facilities have been developed under equal employment guidelines. Minorities were employed in all trades and in all phases of the construction activities.

    The Metropolitan Campus utilized minority group representation in all trades and in all phases of its construction. Minorities comprised 39 percent of the total workforce. The sizable plastering and lathing contract was awarded to the U.S. Plastering Company, a minority-group-owned company.

    Minority group representation at the interim Eastern Campus project consisted of approximately 35 percent of the total workforce.

    Minority group representation in the construction of the District Administrative Services Building averaged 38 percent of the workforce. Additional minority-owned construction firms were utilized as subcontractors. The entire brick masonry contract was awarded to a totally black-owned company.

    Twenty percent of the trade union workers employed throughout the lifetime of the 29 million dollar Western Campus project was minority group. A minority architectural firm was part of the consortium that designed the campus and was responsible for the architectural supervision of the total project.

15. Cuyahoga Community College District was among the first public entities to reject a low construction bid by a contractor because of the contractor's reluctance to guarantee in its affirmative action plan that blacks would be

employed. The Weiner versus Cuyahoga Community College District court decision established significant new case law in the area of equal opportunity. The court decision was upheld by the Court of Appeals and the Ohio Supreme Court. This judgement was decided on the basis of the College's action to deny a contract to the contractor in non-compliance with Equal Employment Opportunity Affirmative Action federal law.

Summary of Findings: Programs

1. Since the inception of Cuyahoga Community College, minority students have comprised a statistically significant proportion of the total student population.

2. Since 1971, when the College began to compile student statistics based on race, the minority student population has ranged from 32 percent to a high of 34 percent

3. Female student population has increased from 42 percent in 1972 to more than 62 percent of the total student population in 1979.

4. The average age distribution of CCC's total student body has consistently increased from 25.6 years in 1972 to 27.6 years in 1979.

5. Minorities are enrolled at each of the three campuses, however, they constitute a higher frequency at the two East Side campuses, the Metropolitan Campus and the Eastern Campus, and are less frequent at the Western Campus.

6. The Metropolitan Campus, which has been statistically identified as a newly predominantly black campus, has a minority student population of 60.2 percent.

7. The Eastern Campus, which has not been statistically identified as a newly predominantly black campus but is statistically considered a non-historical black campus, has a minority student population of 37 percent.

8. Minorities constitute 3 percent of the Western Campus population and, interestingly, Spanish surname students, blacks, and Orientals each make up 1 percent of the Western Campus population.

9. Cuyahoga Community College administers a total of 54 career programs. The Metropolitan Campus has the greatest number of career programs, a total of 33 offerings. The Western Campus offers 18 career programs. The Eastern Campus has 20 career programs.

10. Minority students have declared majors in all career programs at all campuses, however, they show a strong preference for programs that are traditional.

11. Female students have declared majors in all career programs at all campuses except in Fire Technology, Supermarket Management, and Wholesaling. They seem to show a stronger preference toward career programs that are historically considered female-oriented.

12. The College has increasingly placed emphasis upon Collegewide magnet programs and this has been a guiding principle in the College's distribution of career programs to its three campuses.

13. The ADL Study and the Title VI Self-Study (1975) stressed magnet programs and recommended steps that the College should take in developing successful magnet programs.

14. Campus recruitment efforts were designed to increase minority and female student enrollment in career programs where their numbers were small.

Summary of Findings: Employment

1. Since the inception of Cuyahoga Community College, minority employees have comprised a statistically significant proportion of its total workforce population.

2. Minorities represent 26.1 percent of the total workforce of 1,100 full-time employees at the College. The College's workforce consists of six occupational categories and they are; the executive/administrative, faculty, professional non-faculty, technical/para-professional, secretarial/clerical, and service/maintenance.

3. There are five sites staffed by the College and they are; the District Administrative Services Office, the Eastern Campus, the Lifelong Learning Institute, the Metropolitan Campus, and the Western Campus.

4. Minorities are employed at each of the three campuses, however, they constitute a higher frequency at the two East Side campuses, the Metropolitan Campus and the Eastern Campus, and are less frequent at the Western Campus.

5. Minorities are more frequently employed at the Metropolitan Campus. Minorities constitute 43.8 percent of the 430 employees at the Metropolitan Campus.

6. Minorities are employed less frequently at the Western Campus. Minorities constitute 6.7 percent of the 323 full-time employees at the Western Campus.

7. Minorities comprise 34.5 percent of the total workforce of 110 persons at the Eastern Campus.

8. Minorities constitute 21.0 percent of the District Office's workforce of 185 people.

9. Minorities number 25 or 44.0 percent of the total Lifelong Learning Institute's workforce.

10. The Hill and Associates research data on availability, that was accepted by the Board of Trustees, suggest that CCC's Western Campus does not under-utilize minorities except in the service/maintenance category. These data on availability suggest that the other College sites have exceeded the reasonable expectation for minority employment based upon the available workforce.

11. Since the inception of Cuyahoga Community College, female employees have comprised a statistically significant proportion of its total workforce population.

12. CCC employs 559 females who represent 50.1 percent of the total workforce of 1,100 full-time employees.

13. The District Office has a workforce of 185 full-time employees of which 117 or 63.0 percent are females.

14. The Lifelong Learning Institute has 33 full-time female employees or 63.4 percent of its total workforce.

15. Female employees at the Eastern Campus number 52 or 47.2 percent of its total workforce.

16. There are 218 female employees out of 430 people employed full-time at the Metropolitan Campus. Females comprise 50.6 percent of the workforce at this site, the largest employer of the College's five sites.

17. There are 139 female employees out of 323 people employed full-time at the Western Campus. Females comprise 43.0 percent of the workforce at this site, the second largest employer of the College's five sites.

18. Females are employed at the College in all six occupational categories. The Hill and Associates research data on availability of females, that was accepted by the Board of Trustees, suggest that CCC under-utilizes females in four of the six identified occupational categories. The under-utilization is most pronounced in the faculty classification.

19. Cuyahoga Community College's female faculty representation is 38.4 percent of its total full-time faculty. A national study of female faculties at two-year institutions indicated that female faculty members constituted, on the average, 33.3 percent of the total full-time faculty. This finding seems to suggest that CCC's female faculty complement is 5.1 percent higher than the national average of comparable two-year colleges and points up the above-utilization of females in the faculty at CCC.

Conclusions

Affirmative action is a process of dismantling the vestiges of discrimination. This study was an analysis of the effectiveness of Cuyahoga Community College's success at removing the systemic barriers that perpetuate discrimination. The study, therefore, was focused upon critical points in the history of the CCC development where decisions were made that influenced the direction of CCC's affirmative action compliance. These crisis points were placed in the context of the Lucy Sells' subcultures in order to determine their causal relationship to the College's progress at civil rights compliance.

Identified in this study were five critical points in the history of CCC where conditions were manifested which created the phenomena of Lucy Sells' subcultures. In facilities there were three critical points; student unrest, contract compliance, and the Weiner court decision. In programs, there was the nursing education complaint, and in employment there was the complaint about alleged discrimination in employment at the Western Campus.

Sells indicated that unconscious manifestations tend to occur in the three identified subcultures that produce communication barriers and impede civil rights compliance. These subcultures were identified as advocates, adversaries, and compliance enforcers. The earliest event that brought these forces into play at CCC centered around the construction of the Metropolitan Campus under Executive Order No. 11246. At that time and at that place, construction contract compliance was the issue. The College's response to those forces set the tone for subsequent events that have had a causal relationship upon the College's

compliance status. The College's decision was to develop a relationship with the advocates, the NAACP; the adversaries, the building contractors and the trade unions; and the enforcers, the Department of Health, Education, and Welfare and the Federal Department for Labor Office for Federal Contract Compliance. This relationship involved an affirmative action plan of action that would have the effect of guaranteeing minority group representation in all crafts and in all phases of the work at CCC. The College further made a decision to deny a contract to a contractor who failed to meet equal opportunity specifications and defended its action successfully in an historical court decision.

Thus, the College's early relationships with subcultures indicated that the College's commitment was positive, understanding, but assertive. In the student unrest crisis, CCC established relationships with the students involved in the unrest and other contending parties, and utilized the Department of Justice Human Relations Team that included a task force that was designed to increase minority participation in all programs and activities.

The nursing student complaint, although loaded with issues, was confronted by the College in much the same manner as the unrest problem; developing a relationship with the advocates, the adversaries, and the enforcers; attacking the problem; and resolving the conflict through the enhancement of equal access.

In the matter of insuring equal employment opportunity, the College's approach was to afford employment opportunities to qualified individuals through a process that exceeded parsimony. Therefore, Cuyahoga Community

College's utilization of minorities exceeds the affirmative action goals as prescribed by the standard availability formulas.

This study seems to suggest that Cuyahoga Community College's progress at equal employment opportunity was influenced by Sells' subcultures. These subcultures, however, are not fixated and conditioned by some immovable laws. The study also suggests that Cuyahoga Community College's early decisions to work with all forces to dismantle the vestiges of racial discrimination have been beneficial to the College.

Recommendations

Based on the findings of this study, the following recommendations are being made:

1. It is recommended that the Ohio Board of Regents should be apprised of this study.
2. It is recommended that the Ohio Board of Regents should institute a department that is responsible for the civil rights compliance of its public institutions.
3. It is recommended that this department should receive yearly reports from each institution on the progress that its member institutions are making toward civil rights compliance.
4. It is recommended that the department should be responsible for all civil rights complaints that institutions receive from federal and state agencies and should investigate and make recommendations pertaining to their resolutions.
5. It is recommended that the department should be empowered with the authority to strengthen Central State University's programs that are designed to attract interracial students.
6. It is recommended that the department should develop exchange programs between Central State University and Wright State University to coordinate greater intergroup education.
7. It is recommended that the Ohio Board of Regents should set aside a special fund to assist institutions such as Cuyahoga Community College in developing strategies and approaches to augment their ongoing equal opportunity programs.

8. It is recommended that Cuyahoga Community College should make this study available to the Department of Education's Office for Civil Rights; the Board of Trustees; and the chief executive officers of the College in order to give them a greater understanding of Title VI contract compliance at CCC.
9. It is recommended that magnet programs should continue to be a high priority in the College's curriculum decisions. The College should continue to exercise its influence with the regional transit authority to improve public transportation to its suburban campuses.
10. It is recommended that the College should continue to stress the one-college concept in all of its advertisement.
11. It is recommended that Cuyahoga Community College promote, transfer, and rotate minority and female employees more frequently throughout the District.
12. It is recommended that Cuyahoga Community College conduct an availability study on students and employees based upon the 1980 U.S. Census Report and other current and appropriate documents. The source of the documents should be shared with the appropriate officials of the College and made available to the College Governance Committees and other interested groups.

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APPENDIXES

APPENDIX A

RACE/ETHNIC IDENTIFICATION

Cuyahoga Community College acquires race/ethnic information either by visual survey of the workforce or from employment records. Conducting a visual survey and keeping post-employment records of the race or ethnic origin is legal in all jurisdictions and under all Federal and State laws. State laws prohibiting inquiries and recordkeeping as to race and sex relate only to applicants for jobs, not to employees.

The concept of race as used by the Equal Employment Opportunity Commission (EEOC) does not denote clearcut scientific definitions of anthropological origins. For the purpose of this study, an employee or student was included in the group in which he or she appears to belong, identifies with, or is regarded in the community as belonging.

The five race/ethnic categories are defined as follows:

1. White (not of Hispanic origin): A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

2. Black (not of Hispanic origin): A person having origins in any of the black racial groups of Africa.

3. Hispanic: A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

4. Asian or Pacific Islander: A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the Pacific Islands. This area includes China, Japan, Korea, the Philippine Islands, and Samoa.

5. American Indian or Alaskan Native: A person having origins in any of the original peoples of North America, and who maintain cultural identification through tribal affiliation or community recognition.
(EEOC Form 221, Instructions, p. 6)

APPENDIX B

OCCUPATIONAL ACTIVITY

1. Executive/Administrative

Includes all persons whose assignments require primary and responsibility for management of the College, or a customarily recognized department or subdivision thereof. Their assignments require the performance of work directly related to management/board policies or general business operations of the institution department or subdivision. Assignments in this category customarily and regularly require the individual to exercise discretion and independent judgement, and to direct the work of others. Included in this job group are all officers holding such titles as Chancellor, President, Vice President, Dean, Director, or the equivalents, as well as officers subordinate to any of these administrators with such titles as Associate Dean, Assistant Dean, Executive Officers of Academic Departments (chairmen, heads, or the equivalent) if their principal activity is administrative.

2. Faculty

Includes all persons whose specific assignments customarily are made for the purpose of conducting instruction, research, or public service as a principal activity (or activities) and who hold academic rank title of professor, associate professor, assistant professor, instructor, lecturer, or the equivalent of any one of these academic ranks. Included in this job group are Deans, Directors, or the equivalents, as well as Associate Deans, Assistant Deans, and Executive Officers of Academic Departments (chairmen, heads, or the equivalent) if their principal activity is instructional. (Does not include student teachers.)

3. Professional Non-Faculty

Includes all persons whose assignments would require either college graduation or experience of such kind and amount as to provide a comparable background. Included in this job group are all staff members with assignments requiring specialized professional training who should not be classified under Executive or Faculty, and who should not be classified under any of the three "nonprofessional" job groups.

4. Secretarial/Clerical

Includes all persons whose assignments are associated with clerical activities or are specifically of a secretarial nature. Includes personnel who are responsible for internal and external

communications, recording and retrieval of data (other than computer programmers) and/or information and other paper work required in an office, such as bookkeepers, stenographers, clerk typists, office machine operators, statistical clerks, payroll clerks, etc. Includes also sales clerks such as those employed full-time in the bookstore, and library clerks who are not recognized as librarians.

5. Technical/Para-professional

Includes all persons whose assignments require specialized knowledge or skills which may be acquired through experience or academic work such as is offered in many two-year technical institutes, junior colleges or through equivalent on-the-job training. Included in this job group are computer programmers and operators, draftsmen, engineering aides, junior engineers, mathematical aides, licensed, practical or vocational nurses, dietitians, photographers, radio operators, scientific assistants, technical illustrators, technicians (medical, dental, electronic-physical sciences), and similar occupations not properly classifiable in other occupational activity categories but which are institutionally defined as technical assignments.

6. Service/Maintenance

Includes all persons whose assignments require limited degrees of previously acquired skills and knowledge and in which workers perform duties which result in or contribute to the comfort, convenience and hygiene of personnel and the student body or which contribute to the upkeep and care of buildings, facilities or grounds of the institutional property. Included in this job group are chauffeurs, laundry and dry cleaning operatives, cafeteria and restaurant workers, truck drivers, bus drivers, garage laborers, custodial personnel, gardeners and groundskeepers, refuse collectors, construction laborers, and security personnel.

(EEOC Form 221, Instructions, pp. 6-7)

VITA

Maurice Thornton was born the second of six children to the late William and Alberta Thornton in Birmingham, Alabama. He attended an historical black public institution, Alabama State University in Montgomery, Alabama; an institution at which his Mother and four of his siblings also attended.

Immediately following graduation from Alabama State University where he earned the Bachelor of Science Degree in Secondary Education, he was drafted into the United States Army where he served in the Medical Corps. Upon his honorable discharge from the Armed Forces, he began his professional career by teaching in the public school systems of Jefferson County, Alabama and Cleveland, Ohio.

He then began a second career in Social Work. He was employed at the Cuyahoga County Welfare Department in Cleveland, Ohio as a family social worker, supervisor, Neighborhood Youth Corps Coordinator, and Personnel Officer.

Maurice began a third professional career as an administrator at Cuyahoga Community College in Cleveland, Ohio. In that capacity he has been employed as the College's Equal Employment Opportunity Director, Student Financial Aid Development Officer, and Director of the Equal Opportunity Program.

In each career area Maurice has continued his education. He has matriculated at Western Reserve University School of Applied Social Sciences, Cleveland State University, and Nova University.

Maurice is married. His wife, Elizabeth, a native Clevelander, is a graduate of Bowling Green State University and is a Teaching Dietitian. They have two daughters and one son. The oldest daughter,

Karen, is a student at Cornell University, School of Engineering, the second daughter, Susan, will be a freshman at Ohio Wesleyan University in the Fall of 1981, and their son Christopher attends elementary school.